DOCUMENT RESUME

ED 046 194 40 EC 031 390

AUTHOR	Meyen, Edward L.; And Others
TITLE	A Kid in Trouble: Juveniles and the Law. Teacher's Manual.
INSTITUTION	Iowa Univ., Iowa City. Special Education Curriculum Development Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	BR-6-2883
PUB DATE	Sep 68
NOTE	136p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Adolescents, Curriculum, *Educable Mentally Handicapped, *Exceptional Child Education, Junior High School Students, *Law Enforcement, Legal Problems, Legislation, Lesson Plans, Mentally Handicapped, Teaching Guides

ABSTRACT

The teacher's manual accompanies an experimental instructional program entitled A Kid in Trouble - Juveniles and the Law, which was designed in an attempt to evaluate the effectiveness of teaching specific information about the law to mentally retarded youth. The 28 sequential lessons will be evaluated in field testing in selected junior high level special education classes. The program emphasizes the development of positive attitudes and understandings of legal concepts as they relate to students - i.e., what laws are, why there are laws, how laws are enforced, legal rights of individuals and juveniles. The manual contains article reprints and letter excerpts as background reading for teachers. The materials in the field testing kit are listed and explained. The directions given to teachers include instructions for teaching lessons, and directions for student evaluation and for field testing reports. Important words for the unit are defined. The major portion of the manual is devoted to detailed plans for each daily lesson. Contained are lists of resources, teaching sequences, activities, scope of lesson, and instructional objectives. (KW)

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an in-service training approach . . .

OE/BEH FIELD TESTING MATERIALS

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A KID IN TROUBLE

* * * * * JUVENILES & THE LAW

SECDC

IOWA

TEACHERS' MANUAL

A Cooperative Program Involving
The Iowa State Department Of Public Instruction
And The University Of Iowa

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

An In-Service Training Program

A KID IN TROUBLE: JUVENILES AND THE LAW

TEACHERS' MANUAL

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SECDC is supported in part by a grant from the U.S. Office of Education, Project Number 6-2883

September, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A KID IN TROUBLE: JUVENILES AND THE LAW

I. INTRODUCTION

The materials included in this instructional program have been developed as a result of interest generated by the SECDC publication, Law and Authority: An Essential Part of the Social Studies Program for the Educable Mentally Retarded (February, 1968). The intent of the original document was to focus on an area of the social studies program for which a minimum of information and materials were available. The SECDC publication suggested to teachers the desirability of developing specific programs of instructional methods and materials for use in teaching areas of knowledge, skills and attitudes about law observance.

This material entitled A Kid in Trouble: Juveniles and the Law, is an attempt to evaluate the effectiveness of teaching such specific information to mentally retarded youth. Twenty-eight detailed, sequentially organized lessons have been developed. Evaluative procedures have also been prepared for use in field testing. These lessons will be taught in selected junior high level special education classes to ascertain if instruction in this area can be successful. The emphasis will be on the development of positive attitudes about the law and understandings of legal concepts as they relate to students.

A fictitious character named Hank Winslow is used throughout the lessons as an example of a juvenile who gets in trouble because of shoplifting. The violation of this one law and the resulting legal action taken against Hank is used to teach concepts, such as: what laws are, why there are laws, how laws are enforced, legal rights of individuals, juvenile status in terms of the law, etc.

This instructional packet is experimental in nature. Various media and resources have been incorporated in the materials and the effectiveness of these aids will be assessed through the field testing process. The evaluation procedures will themselves be evaluated. The pupils' materials will also be scrutinized.

The goal of this venture is to determine if mentally retarded youth can be taught specific information about the law through structured lessons. It is hoped that the attitude of the students towards law and authority will be influenced in a positive way.

II. BACKGROUND READING FOR TEACHER INFORMATION

A. Articles from Parents' Magazine and Better Homemaking, October, 1967.

1. "Justice for Children," Guest Editorial written by Judge William S. Fort, President of the National Council of Juvenile Court Judges.*

Sixty-eight years ago when the first juvenile court law was enacted in Illinois, a legal system was set up, for the first time anywhere, which focused on the character of the person committing a violation, and not on the violation itself. Based on the concept of justice for the individual--of help and rehabilitation, not merely punishment for anti-social behavior--the law has been described as the greatest step forward in jurisprudence since the Magna Charta.

Following the adoption of the Illinois law, the new system for treating juvenile offenders swept across the length and breadth of our land.

But though the intent of the juvenile court system was excellent, it didn't always work out so well in practice. In safeguarding children from the stigma of being tried in adult courts, they were unintentionally being deprived of the protection, known as "due process," which these courts provide.

Many juvenile laws and courts, in an effort to avoid an adversary courtroom atmosphere, increasingly overlooked such protective procedures as seeing to it that both parents and children understood the nature of the charges and who made them; determining solely by legal evidence whether or not disputed charges were true; and seeing to it that the child had counsel available to him.

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*Reprinted through the courtesy of Parents' Magazine, New York.

Not until 1966 did an unfair juvenile court procedure come up for review by the United States Supreme Court. Then, in the case of Kent vs. United States, some procedures in the Juvenile Court of the District of Columbia were found seriously deficient, and a ruling governing those procedures was handed down.

In May of this year, with the Supreme Court decision in the Gault case, another great step forward was taken toward safeguarding fair procedures for children within the juvenile court systems. This case, which is discussed in detail in the article "*Children and the Law*," involved an instance in which a child was improperly charged and unlawfully committed to a state training school.

This Supreme Court decision now guarantees to children in delinquency cases many of the same rights adults have in criminal cases. The court decided that in such cases a child shall have the right to be notified of the charges, to be represented by counsel, to confront and cross-examine the witnesses against him, and to remain silent. The decision further indicates that both the child and his parents have the right to a review of all phases of the case, and for this purpose an adequate record of the proceedings must be made available to them.

The American Civil Liberties Union defended the Gault boy in this case. The American Parents Committee, Inc., of which George J. Hecht, Publisher of Parents' Magazine, is the Chairman, prepared and filed with the U.S. Supreme Court an amicus curiae (friend of the court) brief which pleaded for judicial fairness for all children. These organizations are to be congratulated for their civic responsibility.

The great concern of responsible leaders has been that the promise of fair and effective handling of children's problems inherent in the original concept of a juvenile court system has not been fulfilled, partly because of the absence of procedural safeguards, and partly because of the lack of adequate resources and trained people to aid in the rehabilitation of delinquent youngsters.

Both the Kent and Gault decisions draw our attention to the necessity of enacting state and local legislation, not only to correct the procedural deficiencies of many present juvenile laws and courts, but also to provide necessary and adequate resources, facilities and personnel, without which there will never be that fundamental fairness for the child which both the Constitution and human decency call for.

I urge all citizens everywhere to work with their own juvenile court judges and with all federal, state, and local authorities toward the accomplishment of both objectives.

2. "Children and the Law," by Theodore Irwin.* An article which discusses some of the defects that still exist in our nation's juvenile courts and the progress being made to correct these weaknesses.

Fifteen-year-old Johnny sitting uneasily at the edge of his chair, looked hopefully at the judge. His mother sat beside him nervously kneading a handkerchief.

This was juvenile court and the setting was pleasant enough--a booklined study with a desk and comfortable chairs. This courtroom didn't look anything like a "real" court with its witness box, imposing platform for the judge, and benches for the spectators. But what happened in this agreeable conference room?

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*Reprinted through the courtesy of Parents' Magazine, New York.

"Johnny," said the judge, "you look like an incorrigible boy to me. For your own good, I'm sending you to the state training school to square you away. Then, we'll see how things work out."

What was Johnny's offense? A police officer had heard that Johnny smoked marijuana at a party and a week later arrested him at home. A "social study" made by the probation officer reported that a teacher had called Johnny "impossible" because he yelled at her, and that a year ago, he had impulsively shoplifed a baseball glove but had voluntarily returned it the next day. It was never proved that Johnny smoked marijuana, or committed any crime, yet he was judged delinquent and ordered to an institution for an indefinite length of time.

This happened in California. In Nebraska, a juvenile court judge sent a teenager to a reform school for slapping another teenager. In Illinois, two fourteen-year olds, playing with road flares, caused $32 worth of damage to a stranger's car; though the parents paid for the damage, a juvenile court judge committed both boys to a state training school. In many other instances, children have received much stiffer sentences than adults would get for similar offenses.

As a recent study made for the President's Commission on Law Enforcement shows, the juvenile courts have failed to live up to their goals.

The purpose of abandoning ordinary courtroom procedures in juvenile court was to permit the judge to act informally, like a wise parent, and so to rehabilitate young offenders through friendly guidance rather than to mete out punishment impartially. Unfortunately, however, in abandoning these ordinary procedures, the protections written into the procedures were also lost. Thus, juvenile offenders have been dealt with unpredictably and sometimes very harshly. Not only has the purpose of rehabilitating juvenile delinquents not been fulfilled, but often children are "sentenced" in juvenile court for offenses which, as in Johnny's case, it has not been proven they committed.

In Texas, a girl was charged with arson on five occasions, but at the court hearing, her accuser couldn't state the time or place the episodes were supposed to have occurred. In another case, a fifteen-year-old boy admitted to having once driven a car without a license but the charge on which he was brought to court--armed robbery--was never proved. Yet because of the boy's prior misdeed, the juvenile court ordered him to a reformatory to "salvage" him.

The juvenile court system varies considerably throughout the country. In some places, it is good, but in many places, it is very poor. Some regions have no courts to handle juvenile cases at all. States differ in their definition of children--in some places juvenile courts have jurisdiction over youngsters under eighteen, in others, under sixteen.

And many kinds of cases come under the jurisdiction of the juvenile courts--including those involving neglected, abandoned, and orphaned children, as well as those accused of delinquent acts.

There are states where a twelve-year old can be brought before a magistrate, probate court, city court, domestic relations court, or a justice of the peace. According to where he lives, a minor accused of an offense may be merely lectured and dismissed, passed along to a social agency for guidance, or held to be "tried" in juvenile court.

Fortunately, important steps have at last been taken to improve juvenile court systems and enable them to do the job they were intended to do. With the "Gault vs. Arizona" decision handed down by the U.S. Supreme Court last May, minors charged with delinquency have been assured of their full constitutional rights. Before this decision, children were not necessarily notified of the charges before being brought to court. They were not guaranteed the right to have a lawyer, or to confront or cross-examine their accusers and other witnesses. Hearsay evidence, rumors, opinions, and gossip were admitted by judges hearing children's cases. Children were not allowed the privilege of remaining silent, and were not cautioned that they need not incriminate themselves.

Without abandoning the principles of friendliness and guidance on which juvenile courts are based, the Gault decision assures minors of regular courtroom safeguards. This far-reaching decision was made by the U.S. Supreme Court after its study of a case in which a fifteen-year-old boy was convicted in juvenile court of having made lewd phone calls to a neighbor. The boy's parents had not been notified of the charge in time to obtain legal advice or prepare a defense. The boy had not been warned that his testimony would be used against him. The accuser had not even appeared to testify, and no transcript was made of the trial. Seven days after his arrest, Gerald Gault was sentenced to six years in a state institution. If he had been over 18 at the time of his hearing, the maximum punishment would have been a fine of $5 to $50 and two months in jail.

In reversing the decision of the Arizona Court, the U.S. Supreme Court dismissed the case against Gerald Gault and guaranteed all "due process" safeguards for children accused of delinquency.

But these improvements, important as they are, affect only part of our complex juvenile court system. Consider first the juvenile court judge. His power over the children and families who come before him is tremendous--and virtually unsupervised and unchallengeable. Yet, out of 3,000 counties surveyed in the nation, only 80 have full-time juvenile court judges who have been specially trained and selected for the job. Though a juvenile court judge should be sensitive to the dynamics of human behavior, and have an understanding of psychology, the social sciences, and family relations, half of our country's juvenile court judges lack an undergraduate degree, one-fifth of them have no college education at all.

And there are many well-trained, and potentially excellent judges who cannot do their jobs properly because they are not able to devote enough time to juvenile cases. Many judges must serve in adult criminal court, too, and they often lack well-trained probation officers and social workers to investigate charges and study a child's background. Less than half of our counties provide any probation service at all, and only one out of ten probation officers has specialized training. In courts that do have probation services, the staff members are usually so overburdened that at best they manage to make a few phone calls and have little time for investigation and interviewing.

Many courts have an inadequate screening staff-some haven't any at all--to judge whether or not a case needs action and, if so, whether it should be passed on to other agencies or brought before a judge. If a child is charged with an offense, say shoplifting, someone, preferably the juvenile court staff, must decide whether to consider the action merely a prank and not fit for the court's attention, or an act in defiance of society which the court should take notice of.

Unfortunately, too many trivial offenses become matters for jurisdiction, and the children are wrongly tagged as delinquents. In the opinion of the National Council on Crime and Delinquency, the leading citizens' service agency in the field, fewer than 10 percent of the youngsters arrested for delinquency should have been detained.

The practice in many juvenile courts has been to permit an intake worker or policeman to put an offender in a receiving home or house of detention, without bail, while the child waits days or weeks for a hearing in juvenile court. This improper and inhumane practice is made even worse by the fact that many towns have no decent place to keep these children. In Indiana, for instance, only 6 out of 92 counties provide separate detention homes for children. Throughout the nation, in fully half of our counties, some 50,000 to 100,000 children each year are held, before they've even had a court hearing, with adult criminals in county jails.

The Gault ruling should not make it necessary for all juvenile courts to respect children's constitutional rights to prompt release from detention and to appearance before a judge. But other weaknesses in children's courts persist. For example, to arrive at an astute judgement about a youngster and to decide what measures will deter a young offender from committing any further anti-social acts, a judge needs professional assistance. But one out of five judges can call on the services of a psychiatrist or psychologist, and where such services exist, waiting lists are so long that their usefulness is limited.

Rulings by some judges are arbitrary and unreasonable. One Michigan juvenile court sends all delinquent children, regardless of their misdeeds, to an institution. Another Michigan court commits none. An Omaha judge condemned unruly boys to clean up zoo pens, and in Memphis youngsters were ordered to wear bright orange vests reading, "I am a Vandal."

In most communities, a judge has the choice of consigning a child to an institution, placing him on probation, or releasing him outright. Being dispatched to an institution usually means penning up a child in an over-crowded state "school" where he will get little education, counseling, or vocational training. Being put on probation may mean the court officer makes a few visits or phone calls, and the terms of the probation may be unrealistic. For instance, a judge may stipulate that a youngster must not associate with certain of his friends. Yet it may be virtually impossible--as well as undesirable--for the child to obey this order. Then should he be seen in the company of these friends, he may be picked up by the police.

Even after release, the courts are often unfair to children. Juvenile court records are supposed to be confidential, but a young person's dossier and "police contacts" are frequently disclosed to prospective employers, the F.B.I., the armed forces, colleges, and other public and private agencies. For a single past indiscretion, a youth may not be permitted to enlist in the Navy or Air Force, or may find it hard to get bonded for employment. A juvenile court record can be damaging to a law student seeking admission to a state bar, or to a medical school graduate applying for a state license to practice medicine. It is not uncommon for a record to be held against the parents when they try to rent an apartment in a public housing project.

Sometimes the stigma of having a court "record" is held against a youngster who was never accused of any misbehavior but was, in fact, involved with a court entirely for his own protection. In Pennsylvania, a young girl was made a ward of a juvenile court and placed in a foster home after she was beaten by her father. Years later, when she applied for a college scholarship, she was turned down because of her juvenile court "record."

Despite these shortcomings, juvenile courts are managing to achieve some of their objectives. They do protect children whose affairs they handle from criminal court exposure. And in some well-run courts, such as the statewide system in Connecticut, the goal of "individualized justice" is provided.

Consider this case which might have had disastrous consequences, but which turned out well because of a humane and sensitive judicial decision. One evening, a California policeman came upon Frankie, 16, in a doorway, nodding in a stupor. At the station house tests showed that he had taken a narcotic. The juvenile court judge ordered an investigation of the boy's activities and habits. He learned that a friend had given Frankie his first shot of heroin. Though the judge might have sent Frankie to a state school, he placed the boy on probation, stipulating that Frankie attend Halfway House meetings set up to educate and rehabilitate narcotics users. Eight months later, the probation man reported that Frankie was doing well at school, was attending the meetings, and had not touched any narcotics since. The boy was released from probation. It was reasonably safe to assume that not only was he spared the hardship and possible crime-inducing effects of being confined in an institution, but also by not punishing Frankie, the judge may very well have saved him from becoming an addict. This may not have been the best treatment for some other boy. But the facts of Frankie's life indicated that for him it was worth trying.

Aware of the imperfections of the courts, many communities and judges have been working to improve the court systems. This past summer, the National Council of Juvenile Court Judges sponsored the first "summer college for Juvenile Court Judges," which is to be an annual study series. Over thirty judges met with experts from the fields of law, sociology, psychology and psychiatry, and also worked with juvenile offenders to determine ways of improving all aspects of the country's juvenile courts.

Progressive states, such as Rhode Island and New York, have established family courts to handle all problems relating to family life, including juvenile cases.

Proposals have been brought before Congress to strengthen juvenile courts and rehabilitation facilities.

The U.S. Civil Service Commission has made it known that it will no longer ask a job applicant if he has ever appeared in juvenile court. It is hoped other agencies, especially the Jobs Corps, will soon stop requesting confidential juvenile court records.

What else can be done to protect the rights of children who come before the courts? Milton Rectro, Director of the National Council on Crime and Delinquency, urges:

"We are strongly in favor of full-time, specially trained judges. We should also elevate this judiciary out of the inferior court level, making it a state court or a division of the highest trial court. This would help assure us competent judges and adequate court services not now available in many juvenile courts."

Further, the constitutional safeguards now provided by the Supreme Court should also apply to police-station questioning. That means a juvenile must have the right to remain silent at least until he sees his parents or a lawyer.

Far-ranging proposals for reform have come from the President's Commission of Law Enforcement and Administration of Justice. It urges greater emphasis on the rehabilitation of young offenders. A verdict of delinquency should be used only as a last resort, and there should be community agencies to help children.

Police, with the assistance of juvenile specialists, should promptly determine which cases can be disposed of without going to court. Preliminary conferences should be held, attended by the child, his parents, court staff and others concerned, to dispose of cases short of a judge's finding. Illinois and New York recently adopted this technique. Court referral by police should be restricted to cases of serious law breaking or those in which there is repeated misconduct.

Obviously, a judge shouldn't lose sight of the fact that he cannot think only of helping a child and his parents. The community must also be protected. But a judge should surely have feelings of sympathy and understanding for children, as well as a commitment to impartial justice.

The quality of our juvenile courts is the concern of all parents. We should interest ourselves in candidates for judgeships and do all we can to see that the best qualified persons are selected. And we should work to make sure that our communities provide well-trained staff and other resources to enable compassionate judges to give the children who come before them the help and guidance they need.

B. Excerpts from a letter written by Robert E. Conley, Attorney at Law, Des Moines, Iowa.

> A letter written in reply to questions posed by the SECDC staff concerning various aspects of the law as it pertains to juveniles.

I will answer your specific questions, bearing in mind that the answers are based on Iowa and Federal law and would be considered as applying to a juvenile in Iowa, as follows:

1. When a juvenile is apprehended by a law officer, he immediately has all of the rights that an adult has when apprehended for a crime or suspicion of crime; in other words:

(a) The law officer must advise the juvenile of his Constitutional rights as to interrogation, self-incrimination, and the right to legal counsel.

(b) The juvenile, if he is able, has the right to contact by telephone his parent or person having his care and custody. This is within a reasonable time, which, in most instances, would be only the time necessary for the apprehending officer to "book" the offender; in other words, to check him into the place of immediate confinement.

(c) Before any hearing or preliminary hearing is held, a written complaint must be prepared signed by the complaining party and presented to the Court, whether it be a municipal court, or state district court. Note justice of the peace courts and municipal courts (unless the district court has granted special jurisdiction to a municipal court) do not have jurisdiction over juvenile court proceedings and can only arraign the juvenile and refer him to the district court as a juvenile unless and until the district court then by order refers the matter back to the lesser court. Note too, that the only exceptions in Iowa law to this are that motor vehicle code violations, which are punishable as a misdemeanor; in other words, handle a penalty of not more than $100 fine nor more than 30 days in jail, may be handled in justice of peace courts, municipal courts and other minor courts without regard to the fact that a juvenile is involved (see 1966

Code of Iowa, Section 321.482).

(d) All detention of a juvenile under the Code of Iowa, even with regard to motor vehicle violations, is controlled by Chapter 232 covering neglected, dependent and delinquent children, and requires that the parent or guardian must be immediately notified, and except for the immediate welfare of the child or protection of the community, requires that the child be detained, that he be immediately released to the custody of the parent, guardian, custodian, or other suitable person, and the promise of such person to bring the child to the court, if necessary, at such time as the court may direct.

(e) If the juvenile is placed in detention, the juvenile court must be immediately notified, and the juvenile may not be held for longer than 24 hours, except by special order of that court.

(f) The law also provides that a juvenile when detained may not be detained in any room or facility where adults are detained and prescribes a preference of a juvenile home, a licensed facility for foster care, or some other suitable place designated by the court.

(g) The juvenile and his parent, guardian, or other person having his care and custody must be given written notice of any hearing, it must be given sufficiently in advance of the hearing to afford reasonable opportunity to prepare an appearance, and it must set forth "the alleged misconduct with particularity."

(h) The juvenile court will then set a time of hearing, and prior to this time, must ascertain that legal counsel is available for the juvenile; if the juvenile or his parent or guardian is unable to provide legal counsel, then the court must appoint counsel to represent the juvenile.

(i) Upon hearing, the juvenile has the right of pleading against self-incrimination; in other words, the juvenile has the right to refuse to testify against himself, and the parent, guardian, or other person having custody of the juvenile, has the right to invoke this right for the juvenile.

(j) Juvenile court proceedings, under the Iowa Code, are without a jury and may be of an informal nature; however, the law does require that all proceedings be transcripted and the record kept as a permanent record. The juvenile, his parent, guardian, attorney, etc., have the right to confront and cross-examine any witness testifying on the matter of the complaint.

(k) If any violation of the law, regardless of its nature, is treated as a juvenile matter, then the only determination to be made by the court is whether the juvenile is delinquent or not. There is no determination of guilt based on the specific sections of the criminal code.

(l) For major crimes, the juvenile court may refer the juvenile for trial as an adult under regular criminal proceedings, in which event all of the requirements of jury trial, strict rules of evidence and counsel are available.

(m) Should the parent, guardian, or custodian of the child be the complaining party in the juvenile proceedings, then the court must appoint separate counsel to represent the juvenile.

(n) Upon hearing, the Court may find in several manners: (1) determine to continue the proceedings from time to time, with the juvenile placed under supervision; (2) place the child under the supervision of a probation officer; (3) subject to the jurisdiction of the court, transfer the legal custody of the child to a child placing agency, a probation department or a reputable individual; (4) commit the child to placement in a state training school; (5) commit or place the child in a private institution or hospital for care and training; (6) if the child is in need of special treatment or care for physical or mental health, the court may order such treatment or care provided by the parent, guardian, or custodian of the child, and if the parent, guardian, or custodian fail or are unable to provide the treatment or care, the court may order the care or treatment provided by the county.

(o) All decisions of the juvenile court can be appealed to the state supreme court, as is any other decision of the district court.

2. Your question with regard to legal resources available to a juvenile whose family is indigent, they are the same as those of an adult. If the parent, guardian, custodian or juvenile himself informs the court, or in most instances the court will request this information, that legal counsel is needed or desired, and that person cannot afford legal counsel, the court must appoint

legal counsel. As I stated before, if the parent, guardian, custodian, or person having charge of the juvenile is involved as the complaining party, the court must see to it that individual counsel is appointed for the juvenile without regard to the fact that the family may have engaged an attorney themselves.

You request an estimate of per hour or per day attorney fees that would be charged to persons able to pay for legal counsel of their own. This, of course, is an individual matter between attorney and client and can only be approximated based on the Iowa State Bar Association advisory schedule of minimum fees established September, 1965. This would vary from the recommended minimum fee of hearings in justice courts at $35 to hearings in municipal or superior courts at $75 per day, and hearings in district courts at $100 per day; of course, you must take into consideration that the hearing may take a short time and also take into consideration that in addition to the hearing time, the particular case, because of its implications and complexities, may require little preparation time or a great deal of preparation time. The minimum fee recommended for preparation work for trials and hearings is $20 per hour. I would believe that most attorneys in the State of Iowa would consider a juvenile court hearing at being in district court, but being of a minor nature, and possibly would charge a lesser fee. In addition to this, the attorneys are required, under Canon 12 of the American Bar Association, which has been adopted by the Iowa Bar Association, to set their fees based on many factors. You asked as to what the charge for a typical case of vandalism would be. As I will set out in answer to your next question, there is no crime of vandalism as such in the State of Iowa. The same comes under the various provisions of trespass and malicious injury to various types of property. I would judge that the average hearing required for such case would approximate a fee of anywhere from $35 to $75.

3. Your question is, what is a descriptive definition of vandalism? Under the Iowa Code, there are no provisions for a crime of vandalism. The newspapers and publications consistently refer to vandalism as opposed to "horseplay," "mischief," "negligent injury to property."

The Iowa Criminal Code, Chapter 714, deals with malicious mischief with regard to almost every type of property and provides for different punishments concerning the same. This would especially be applicable to juveniles when it comes to malicious injury to a building, a school, a motor vehicle, public library, books, or property, boundary marks, removal of safeguards to danger signals, defacing or destroying proclamations or notices, defacing or destroying signs, billboards, public buildings, and private property. The courts have stated that malicious injury or malicious mischief requires malice, but then go on to specify that malice can be involved even though the owner of the particular property is not known to the culprit, and finally narrow the distinction down to be the difference between "intentional destruction or injury to property" as distinguished from "negligent injury to property." I believe that the only explanation that can be given to a juvenile would be that if they intentionally destroy any property of another person, governmental agency, school, or other organization, that they, under the Iowa law, are guilty of a crime. If the injury or destruction of the property is not intentional, but the result of negligence, then of course it is not a crime, but still could render the person causing the injury to civil liability for the damages.

To answer the balance of that question, in most instances, the police authorities, on a first offense of a minor nature, would usually talk to the juvenile, and in most instances, have the juvenile brought in with his parent or guardian and given a lecture. This, of course, would depend on the severity of the injury. Then again, if it is severe enough to be referred to hearing, it would come before the juvenile court, and there again it is provided in the law, the juvenile court judge in many instances, as they do, lecture the juvenile, if it is the first offense or a minor offense, without any further action by the court. This in effect would be the equivalent of a dismissal of the charge. The court also can use some of its minor disciplinary provisions such as probation for a period of time.

As a last point, I would state that in the State of Iowa, a juvenile is a person under age 18. This, of course, is chronological age and does not ordinarily take into consideration the mental age of the person; however, the provisions in juvenile court proceedings are such that the court can take this into consideration and is not bound by statutory penalties or provisions with regard to the particular crime involved.

I would also remind you of the section of the Code, 222.52, which makes special provision for trial of a juvenile when it is determined that said juvenile may be retarded. Under this provision, he could be adjudged retarded and committed to the State Hospital School for their proper determination.

Very truly yours,

Robert E. Conley

C. Teaching Aids for You and the Law

A manual to accompany the pamphlet, You and the Law, distributed by Kiwanis International. Includes a discussion of the development of the pamphlet; suggested teaching aids; background information on juvenile courts and their procedures; explanations of offenses, crimes, and penalties; and a glossary on Criminal Administration and Correctional Services. (This manual is included in the kit of materials for Field Testing.)

III. LIST OF MATERIALS IN FIELD TESTING KIT

The field testing kit contains the following materials. Please check the contents prior to teaching the lessons.

RESOURCE MATERIALS

Resource Materials Included in the Packet

Photographs: Three 8" x 10" black and white

- Number 1 - Hank Winslow
- Number 2 - Hank and Mr. Snider
- Number 3 - Chuck Shay

Tape Recording (The selections appear in sequence on one tape):

- Number 1 - Hank Winslow
- Number 2 - Mr. Snider
- Number 3 - Chuck Shay
- Number 4 - Chuck and Mr. Snider
- Number 5 - Hank

Transparencies:

- Transparency with word, RULES
- Series of four transparencies and overlays (Chuck Shay and Mr. Snider)
- Transparency of a job application form

Pamphlets:

- You and the Law, distributed by Kiwanis International. 15 copies.
- Teaching Aids, Manual to accompany You and the Law. 1 copy.

Slides: Six 2" x 2" colored.

- Slide No. 1 - Title and Hank
- Slide No. 2 - Discount Store

Slide No. 3 - Police Station

Slide No. 4 - Probation Office

Slide No. 5 - Lawyer's Office

Slide No. 6 - Juvenile Court

Resource Materials Not Included in the Packet

(Many of these are probably available in most classrooms)

Bulletin boards

Bulletin board letters

Tape recorder

Blank tape

Chalkboard

Chart paper

Overhead projector

Felt tip pen

Grease pencil

Colored chalk

Code of Iowa (The two volumes which comprise the Code may be borrowed from the County Auditor's Office or from a lawyer.)

Newspapers

Ditto Masters

Telephones

Telephone directory

Dictionaries

Oaktag or Kraft paper

Resource speakers -

    Local policeman or Sheriff

County Attorney

Job application forms

Slide projector and screen

FILMS FOR CLASS DISCUSSION

The teachers' manual that accompanies the student pamphlet, You and the Law, suggests eight films that may be used to stimulate class discussion. Six of these eight movies are available from the University of Iowa Audio-visual Center and were previewed to ascertain their appropriateness for use with special education classes. Of these films, only the one entitled Respect for Property was felt to be suitable for educable mentally retarded students. The others were too complex, were ambiguous or vague, or they tended to moralize and preach.

Respect for Property, however, is an excellent educational film. Teachers may wish to use this movie to supplement the unit on juveniles and the law. A brief summary of this film is given below, along with suggestions for ways teachers may utilize the film in the classroom.

Film, Respect for Property

Summary of Film:

Vandals break into a clubhouse and destroy the personal property of the boys who built it. A policeman and a school janitor help the boys learn about respect for private and personal property.

This is a well done, dramatic film that will involve the student audience.

Teacher Introduction:

Say, "WE ARE GOING TO SEE A FILM ABOUT PROPERTY. DOES ANYONE KNOW WHAT

PROPERTY IS?"

Define property as "things people own." Ask the students to name examples of some of their property, e.g., pencils, clothes, bikes, etc. Write these words on the chalkboard under a heading "Property." Don't mention public property at this point.

Continue, "THIS FILM IS ABOUT SOME BOYS WHO HAVE A CLUBHOUSE. A CLUBHOUSE IS A LITTLE BUILDING SUCH AS A SHED OR SHACK THAT KIDS FIX UP TO MEET IN. LET'S SEE WHAT WE CAN FIND OUT ABOUT PROPERTY."

Show Film:

If the projector is the type that can be easily stopped and restarted without the distraction of adjusting film loops, etc., it may be advantageous to stop it at the close of the vandalism scene (approximately two minutes from film start) and ask and discuss the following types of questions:

1. What happened?
2. Who do you suppose did it?
3. Why do you think they did it?
4. What do you think will happen now?

Restart the film and show it to the end.

After Film Showing:

Develop an understanding of what "respecting property" means. Define respecting property as taking care of property, using property wisely, not damaging or destroying property.

Next develop an understanding of public property. Refer to examples from the film, such as street lights. Define public property as "property that everyone owns." Ask, "WHAT HAPPENS WHEN YOUR PERSONAL PROPERTY IS NOT RESPECTED? YOU LOSE OUT BECAUSE YOU CAN'T USE YOUR PROPERTY ANYMORE."

Draw an analogy between respect for personal property and public property.

Continue "WHAT HAPPENS WHEN PUBLIC PROPERTY IS NOT RESPECTED AND IS DAMAGED OR DESTROYED? YOU LOST AGAIN BECAUSE YOU CAN'T USE IT!"

"WE SHOULD RESPECT ALL PROPERTY BECAUSE WE WANT OTHER PEOPLE TO RESPECT OUR PROPERTY."

Re-showing of Film:

It would be of value to reshow the film the following day. Follow the re-showing with similar discussions.

One idea that would lend itself to class discussion at this point concerns the meaning of locks. In the film, vandals had to break a padlock off the clubhouse door in order to damage the things inside. Ask, "WHY DID THE BOYS LOCK THEIR CLUBHOUSE?"

Develop the idea that when we find locked things, such as doors, drawers, bikes, etc., it means that the people who locked them were particularly concerned that other people should not be disrespectful of this locked property. The teacher might say, "WHENEVER WE SEE ANYTHING LOCKED UP WE KNOW THAT THE OWNER DOESN'T WANT US TO USE THOSE THINGS. WE SHOW RESPECT FOR THIS PROPERTY BY LEAVING IT ALONE."

Where to Secure Film:

Respect for Property is an eleven minute, black and white sound film produced by Coronet Productions. It is available from the Audiovisual Center, Division of Extension and University Services, the University of Iowa, Iowa City, Iowa, 52240.

The rental fee for three day use of $1.65 plus 10¢ insurance fee. The Center also pays "special fourth class rate--16mm. films" both ways.

The film may also be available from the area media center serving your school.

FIELD TESTING REPORTS

1 - General Evaluation Report Form Printed on a 5" x 8" card and marked with a colored coding.

28 - Lesson Plan Evaluation Report Forms printed on 5" x 8" cards. One for each lesson plan in the unit.

Mailing Bag - Stamped, addressed envelope for returning field testing reports and materials to SECDC.

STUDENT EVALUATION TESTS

40 - Copies of the Student Test booklet, to be used as a pre-test and a post-test.

1 - Copy of an Answer Key for the teacher's use.

IV. DIRECTIONS TO TEACHERS

A. Instructions for Teaching Lessons

The unit, A Kid in Trouble: Juveniles and the Law, is designed for use in special education classes for educable mentally retarded students at the junior high level. Twenty-eight detailed lesson plans comprise the body of the material. Each plan includes a statement of the instructional objectives to be developed in that lesson, a list of resource materials needed, and the teaching sequence which suggests specific activities to be used with the students.

To teach the unit, a period of approximately six weeks will be required. The lessons should be taught daily, each lesson requiring about 30 minutes of instructional time.

The material is organized and arranged in self-contained packets. Most of the resource materials needed to teach the lessons are included in the kit. The remaining items are readily available in most teaching situations.

When preparing to teach the unit, teachers are asked to first look briefly at all of the materials included in the kit and the manual. The introductory section of the manual and the background readings should then be studied in some detail to determine the purpose, philosophy and scope of the unit. The specific lesson plans should be examined, noting the kinds of activities included in the teaching sequence, the format that is used, etc. Resource materials which are suggested but not included in the kit should be procured. Teachers will now be ready to begin the actual instruction.

The teaching sequence for the lessons give suggestions for activities, class discussions, projects, etc. Teachers may find it necessary to modify or adapt the materials to meet the needs of their particular teaching situations. It is important, however, to teach the lessons in the order they are presented to assure the sequential development of objectives and concepts.

Following the completion of this unit of instruction, teachers may wish to develop other units that deal with related aspects of law and law enforcement. One example of a unit topic might be "How Laws Are Made." At the junior high level such a unit could focus on the people who make and carry out local laws and ordinances, such as the city councilmen, the mayor, the city attorney, the police chief, the traffic court judge, etc. At the senior high level a unit which discusses specific laws would be appropriate. Laws concerning situations in which young people may encounter problems could be studied in depth.

B. Student Evaluation

Evaluative procedures have been prepared for this unit to assist the teacher in ascertaining pupils' knowledge and attitudes relative to the law and to determine if change takes place as a result of specific instruction.

An objective test to be administered to students will be used as a pre-test before instruction begins and as a post-test after the unit is completed. This evaluation instrument asks students to respond to a series of true-false sentences. If teachers feel the reading level of the test is too difficult for their classes, they are directed to make a tape recording of the test. The students may then listen to the tape as they follow along and mark in the test booklets. A sufficient number of tests are included in the Kit of Materials.

Another aspect of student evaluation is the subjective type of questioning to be employed by the teacher throughout the teaching of the entire unit. By carefully planning for this kind of evaluation, the teacher can utilize question and answer periods to ascertain if students have an adequate understanding of the concepts being presented. Those points which need further elaboration can be identified immediately.

Leading questions to stimulate class discussion are suggested in the teaching sequence for each lesson. These may be modified as needed to meet the needs of different classes or individual students.

For this type of evaluation to be most effective, the teacher needs to plan for it in a systematic fashion. The kinds of questions to be asked should require that the students generalize and apply what they have learned, rather than responding with isolated facts or information. Care should be taken, however, to make questions specific enough that the pupils clearly understand what is being asked. When dealing with a complex topic such as the law, it is especially important to avoid ambiguous statements or glossy platitudes.

In planning for student evaluation, it is important for the teacher to keep in mind what is being evaluated, that is, the specific instructional objectives that are being taught in each lesson. If these objectives have been clearly stated and the teaching sequence well organized, the task of evaluation is greatly facilitated.

Also included in the instructional materials are samples of worksheets and other written work to be used for evaluation purposes. Suggestions are given in the teaching sequence for these kinds of activities in Lessons #2, #17, and #25. As teachers progress through the unit, additional worksheets may be devised.

C. Field Testing Reports

Teachers who are cooperating in field testing materials are asked to consider two kinds of field testing reports. One report deals with a general evaluation of the entire unit. The other reports are concerned with the specific lesson plans and are to be completed after each lesson is taught.

The field testing report forms are printed on 5" x 8" cards and are included in the Kit of Materials. Teachers are asked to evaluate items by rating them on a scale of 1 to 3. The rating scale to be employed is (1) very (2) moderately (3) not very. An example is given below:

	Informative	Necessary	Clearly Presented	Interesting
Introduction	2	1	3	2

In this example the teacher evaluates the introduction as moderately informative, very necessary, not very clearly presented, and moderately interesting. Teachers are encouraged to make additional comments on the reverse sides of the reporting cards.

The format of the lesson plans in the teachers' manual provides for space where comments may also be written. Teachers may indicate in this space any modifications in the lesson that were necessary, activities, etc., that need to be changed, student reactions to the lessons, etc. These manuals, as well as the field testing reports, are to be returned to SECDC when instruction has been completed. Teachers are also asked to send copies of any additional worksheets, tests, etc., they have devised and used as the unit was tuaght.

The field testing reports and teachers' comments and suggestions will play a major role in the revision of the materials prior to the printing of the final publication. Cooperating teachers will receive a copy of the unit in its final form as soon as it becomes available.

V. LIST OF IMPORTANT WORDS FOR UNIT

The following list is suggestive of the type of glossary to be developed by the students throughout the course of the unit.

Adult - someone who is 18 years old or older

Arrest - what the police do when they think someone has broken a law and they take them to the police station

Attorney - another word for lawyer

Bond money - when an adult is arrested, sometimes they pay some bond money. They then can leave the police station until they have to appear in court.

Breaking a law - when someone does not follow a law. They do something the law says they shouldn't do.

Closed hearing - no one can come to a closed juvenile court hearing unless they are told to be there.

Code of Iowa - the big books in which the laws of Iowa are written down.

Conceal - hiding something.

County Attorney - a lawyer who works for the county by representing or helping the county.

Court stenographer - the person who writes down a record of everything that is said in a juvenile court.

Delinquent - what the court may call a juvenile who has broken a law.

Detain or hold - the police will keep a young person at the police station until he can be released to his parents' custody.

Enforce laws - to see that people follow or obey laws.

Investigation - when people like the police ask questions and try to find out what happened when someone got in trouble.

Juvenile - a young person who is under 18 years of age.

Juvenile court hearing - a place where laws are enforced. Young people who break a law have to go to this court.

Law - a kind of rule which is important for everyone to follow.

Lawyer - a person who has had special training so that he can understand what laws mean.

Merchandise - the things that stores have to sell.

Official criminal court - an adult who is proved guilty in a criminal record. He can't vote and it makes it hard for him to get a job.

Premises - the building where the store is.

Probation - a punishment a juvenile might get. There would be rules to follow and regular checks with the probation officer.

Probation officer - a man whose job is to find out about young people who get in trouble and then help them.

Property - things that people or stores own.

Protect - keeping something from getting hurt or stolen.

Punish - something that can be done to people who do something wrong.

Released to parents' custody - when a young person gets in trouble, his parents or someone else must come to the police station and promise to keep the kid out of trouble.

Represent - a lawyer will represent someone in court. This means the lawyer will help them.

Right to legal counsel - anyone who has to appear, or go to court, has the right to have a lawyer help them.

Rule - something which tells us what we can or cannot do.

Shoplift - stealing things from stores and hiding them in clothing or somewhere else so they won't have to be paid for.

Steal - when someone takes something that does not belong to them.

Transcript - the record of what is said in a court. This is written in fully looking marks on a long piece of paper.

Unpurchased - things that have not been paid for.

VI. LESSON PLANS

NOTE TO TEACHERS

PLEASE READ

The unit, A Kid in Trouble: Juveniles and the Law, is comprised of twenty-eight sequentially organized lessons. Specific detailed plans are included for each daily lesson. These plans contain lists of resources needed for the lessons, the teaching sequences which explain the specific activities to be used with the students, and two groups of statements which are prefaced by the headings SCOPE OF LESSON or INSTRUCTIONAL OBJECTIVES.

Listed first in the lesson plan format is the heading, SCOPE OF LESSON. The statements included under this heading reflect the intent of each particular lesson. They are meant to serve as guidelines for the individual lesson, outlining for the teacher in a general way what is to be accomplished in the lesson. These statements also denote to some degree the content to be included in each lesson.

The Scope of Lesson statements are directed to the teacher who will be teaching the unit of instruction. Each statement is expressed in behavioral terms, reflecting teacher behavior. That is to say, each statement generally indicates something the teacher will do as he teaches the lesson. Examples of words that have been used to express this behavior are: introduce, present, acquaint, initiate, help, stimulate, explain, impress upon, etc.

It is important to note that the second heading, INSTRUCTIONAL OBJECTIVES, and the statements listed under it are to be viewed in terms of student behavior. Each statement specifies a behavior to be exhibited by the student as evidence of attainment of the lesson objective. That is to say, the statement tells what the learner has to do to demonstrate to the teacher that he has learned what was taught in the lesson. Such behavior must be observable to the teacher. Thus, the teacher will be able to evaluate the effectiveness of his instruction. Examples of words used to express student behavior are: to be able to verbalize, to be able to write, to be able to find examples, to be able to alphabetize, etc.

The purpose of the Scope of Lesson statements is to provide the teacher with a brief, general overview of the lesson. They may also serve to emphasize to the teacher certain relevant concepts or attitudes that are to be developed as the lesson is taught. These statements are intended to help the teacher keep in mind _what_ is to be accomplished as he teaches. But they should also serve to remind _why_ something should be accomplished, that is, the relevancy of the concept, attitude or knowledge.

Instructional Objective statements serve a different purpose. They are to be used by teachers to evaluate how well the students have learned what they were taught. It should be kept in mind that instructional objectives always describe what students should _do_ to demonstrate that they have learned something. An example of an instructional objective statement is, "To be able to verbally count from one to ten." In this example, a student can show that he knows how to count from one to ten by actually counting from one to ten, and by doing the counting out loud so the teacher can hear him. Because instructional objectives describe terminal behavior, they are very specific. They talk about actions that can be seen, and they describe how such actions are to be measured or evaluated.

As the unit material is utilized in the field testing situation, teachers are asked to consider these two types of statements and to keep in mind the different purpose each attempts to serve. Opinions and comments of teachers are solicited and can be recorded on the field testing reports.

LESSON #1

SCOPE OF LESSON

To introduce the juvenile character, "Hank Winslow."

To establish a situation as a basis for discussion.

To present the reasons for studying the unit topic.

INSTRUCTIONAL OBJECTIVES

To be able to identify the boy pictured on the bulletin board as Hank Winslow and tell what trouble he is in.

To verbalize that the purpose of the unit is to study about laws which are important for young people to know.

NEEDED RESOURCES

Equipment	Material
Bulletin board	Photograph of Hank Winslow
Tape recorder	Caption - "Who is this guy?"
Chalkboard	Tape recording #1
Felt tip pen	Poster paper or chart paper

TEACHING SEQUENCE

Comments

1. Before the students arrive in the classroom in the morning, put the photograph of the young teenager on the bulletin board. Beside the picture, put up the caption, "Who is this Guy?" Do not draw specific attention to the picture until the class period when the lesson will be taught. To heighten the students' curiosity do not tell them who the boy is if they ask; rather, adopt a secretive air and make responses such as "WHO DO YOU THINK HE IS?", "HAVE YOU EVER SEEN THIS PERSON?", etc.
2. To initiate the lesson, draw attention to the photograph and ask what the caption says. Let the students express their opinions as to who they think the person is. Then say, "I AM GOING

TEACHING SEQUENCE Comments

TO PLAY A TAPE RECORDING MADE BY THE FELLOW IN THE PICTURE. LET'S LISTEN TO SEE IF HE TELLS YOU WHO HE IS."

3. Play tape recording #1. Ask, "DID YOU FIND OUT WHO THIS PERSON IS? HANK SEEMS TO BE IN SOME TROUBLE. HOW DID HE GET INTO THIS SITUATION? WHAT DO YOU THINK WILL HAPPEN TO HANK NOW?" Let students express their opinions as to what will happen; e.g., the police will come and put Hank in jail; the store manager will make Hank pay for the record, etc. Then say, "WE HAVE SEVERAL IDEAS ABOUT WHAT ACTUALLY WILL HAPPEN TO HANK BECAUSE HE STOLE A PHONOGRAPH RECORD. WE'RE GOING TO BE STUDYING SOME LESSONS FOR THE NEXT FEW WEEKS AND WE'LL FIND OUT WHAT DOES HAPPEN TO HANK. WE'RE ALSO GOING TO BE LEARNING ABOUT SOME THINGS THAT ARE QUITE IMPORTANT FOR PEOPLE TO KNOW ABOUT. WE'RE GOING TO FIND OUT ABOUT SOME LAWS, WHAT LAWS ARE, WHAT HAPPENS IF SOMEONE BREAKS A LAW, WHY THERE ARE LAWS IN THE FIRST PLACE, AND WHY IT IS IMPORTANT FOR YOUNG PEOPLE TO KNOW ABOUT LAWS."

4. Refer to the photograph and caption on the bulletin board again. Ask, "DID WE FIND OUT THE ANSWER TO THIS QUESTION? WHAT ELSE DID WE FIND OUT?" Write sentences on the chalkboard listing the information learned from the tape recording. For example:

   This is Hank Winslow.
   He is 14 and is in junior high.
   He's in a jam because he swiped a record.
   We're going to find out what happens to Hank.
   We are going to learn about some laws that are important for young people to know.

TEACHING SEQUENCE

Comments

Have a student copy the sentences onto a piece of poster paper or chart paper, using a felt tip pen. Put this chart on the bulletin board under the photograph of Hank.

Lesson #1 - Introductory Lesson

Tape Recording - #1 (Hank Winslow)

"Hi! You're probably wondering who I am. I'm the guy in the picture. Well, my name is Hank Winslow. I'm 14 years old and I go to Junior High.

"Man, am I in a jam! This is what happened. I was walking by the discount store yesterday on my way home after school. I thought I'd just go in and look around some. Well, there was this whole shelf full of new 45 records and there were some real cool ones. I didn't have enough money with me, though, to buy the one I wanted.

"I walked around the store for a while and looked at other stuff. I really wanted that cool record. So, I decided to try to swipe it. There wasn't anybody standing around the record shelf so I put the record in my notebook real easy and no one saw me do it. Lots of kids take stuff from stores and they get by with it. They talk about it all the time at school. I could hardly wait to tell the guys about the stuff I took. Besides, just one record doesn't cost very much and it was really a cool one and I wanted it real bad.

"Well, I had stuck the record in my notebook and then I walked up to the front of the store. I didn't buy anything so I walked on by the checkout counter. Just as I opened the door to go outside somebody grabbed hold of my coat. He said he was the store manager and he said he knew I had a record in my notebook. He had seen me in a big mirror that was hung up in the back of the store. Boy. I was scared!"

(Different Voice) "The store manager caught Hank trying to steal the record. When someone swipes something from a store like this, it is called shoplifting. What do you think will happen to Hank?"

LESSON #2

SCOPE OF LESSON

To introduce the students to examples of rules and laws.

To establish an understanding of the difference between rules and laws.

To stimulate thinking relative to the consequences of breaking laws.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions which are acceptable to the teacher for the words "rules" and laws."

To be able to make a list of people who enforce various rules and laws, such as parents, teachers, police, judges, etc.

To be able to complete a worksheet by writing words in blanks, indicating whether sentences are examples of rules or laws.

NEEDED RESOURCES

Equipment

- Bulletin board; photograph of Hank Winslow and chart about Hank
- Overhead projector
- Chalkboard
- Grease pencil

Material

- Transparency - RULES
- Volumes of the Code of Iowa
- Chart paper
- Duplicated worksheets

TEACHING SEQUENCE

Comments

1. Call attention to the photograph of Hank Winslow and have the students read the chart displayed on the bulletin board. Say, "YESTERDAY WE MET HANK WINSLOW AND TALKED ABOUT WHAT WE'RE GOING TO STUDY FOR THE NEXT FEW WEEKS. TODAY WE'RE GOING TO START OUR LESSON BY TALKING ABOUT..." Project a transparency on which is lettered the word, RULES, and have the students

read the word. Say, "ARE RULES AND LAWS THE SAME THING? WHO CAN GIVE ME AN EXAMPLE OF A RULE?" If no one responds, guide discussion by asking questions such as, "CAN WE CHEW GUM IN OUR CLASSROOM? IS THIS A RULE? THEN LET'S WRITE THIS RULE ON THE BOARD." Write on the chalkboard the sentence, *No gum chewing in Room 305*. "DO YOU HAVE ANY RULES YOU HAVE TO FOLLOW AT HOME? FOR INSTANCE, ARE YOU SUPPOSED TO TAKE CARE OF LITTLE BROTHERS AND SISTERS AFTER SCHOOL, TAKE OUT THE GARBAGE, ETC.? ARE THERE ANY RULES YOUR PARENTS HAVE TO FOLLOW? CAN YOUR DAD DRIVE HIS CAR AS FAST AS HE WANTS TO ANYTIME? AN EXAMPLE OF A RULE YOUR DAD HAS TO FOLLOW IS, DON'T DRIVE OVER 75 ON THE INTERSTATE. LET ME WRITE THIS RULE ON THE BOARD. ARE THERE OTHER RULES THAT EVERYBODY HAS TO FOLLOW ALL THE TIME?" Write examples of rules that apply to everybody. For example, *Don't murder somebody* and *Don't hold up a store and steal money*. Continue the discussion and write rules on the board as the students suggest them; continue until many different rules have been written.

2. Say, "WE'VE THOUGHT OF A LOT OF RULES AND WRITTEN THEM DOWN ON THE BOARD. THESE ARE ALL EXAMPLES OF RULES. BUT JUST WHAT *IS* A RULE?" Ask guiding questions such as, "DOES A RULE TELL US SOMETHING? DOES IT TELL US HOW WE HAVE TO ACT, OR WHAT WE HAVE TO DO? DO SOME RULES TELL US THINGS WE *CAN'T* DO? ETC.

   Help students formulate a definition of a rule such as, *A rule is something which tells us what we can or cannot do*. Write this definition on the transparency with a grease pencil under the heading, RULES.

TEACHING SEQUENCE

Comments

3. Say, "NOW LET'S LOOK AT ALL THESE RULES WE'VE WRITTEN DOWN. THIS ONE (point to a rule written on the board) IS A RULE THAT WE HAVE TO FOLLOW WHEN WE'RE AT SCHOOL. WHO SEES TO IT THAT WE FOLLOW THIS RULE? HERE'S ONE (point) THAT TELLS US ABOUT DRIVING A CAR. WHO HAS THE JOB OF SEEING THAT PEOPLE DRIVE CARS RIGHT AND FOLLOW THE SPEED LIMITS? HERE'S ONE (point) THAT IS IMPORTANT TO FOLLOW AT HOME. WHO MAKES US FOLLOW RULES THERE? THERE ARE TWO DIFFERENT KINDS OF RULES HERE. SOME OF THESE RULES ARE CALLED LAWS."

4. "THE LAWS OF OUR STATE ARE WRITTEN DOWN IN THESE BIG BOOKS (display the volumes of the Code). SOME OF THE RULES WE HAVE LISTED ON THE BOARD ARE WRITTEN IN THESE BOOKS, BUT SOME ARE NOT. I LOOKED THROUGH HERE LAST NIGHT (Flip through pages of the Code) AND NOWHERE DOES IT SAY THERE'S A LAW ABOUT CHEWING GUM IN ROOM 305. WHY DO YOU SUPPOSE THERE ISN'T A LAW LIKE THAT? WELL, NOT EVERYBODY IN THE WHOLE STATE GOES TO SCHOOL AND IS IN ROOM 305, SO THIS RULE ISN'T NEEDED FOR EVERYBODY. THIS IS A RULE WE MADE FOR US IN THIS SCHOOL. HOW ABOUT THE RULE ABOUT MURDERING SOMEBODY? DO YOU THINK THAT'S WRITTEN DOWN IN THESE BOOKS? YES, HERE IT IS (turn to page ___). HERE IS A LAW WHICH SAYS ______________________________

____.

THIS IS AN IMPORTANT RULE FOR EVERYBODY TO FOLLOW SO THIS RULE HAS BEEN MADE INTO A LAW."

"LET'S LOOK AT THE REST OF THE RULES ON THE BOARD." Discuss each rule in terms of its importance for everybody to follow or its application to students in school, people in their own homes, etc. Mention briefly who enforces each rule or law, bringing out that courts and judges help enforce laws as well as the police. Erase all the rules except those that are laws (rules about stealing, murder, drinking, traffic regulations, etc.).

5. Summarize by saying, "THE RULES WE HAVE LEFT WRITTEN ON THE BOARD ARE SPECIAL RULES. DO YOU KNOW WHY THEY'RE SPECIAL? BECAUSE THESE RULES HAVE BEEN MADE INTO LAWS." Write the question, What is a law?, on a large piece of chart paper or with a grease pencil on the overhead projector. Then say, "LET'S SEE IF WE CAN ANSWER THIS QUESTION BY THINKING ABOUT WHAT WE'VE TALKED ABOUT WHEN WE DISCUSSED THESE RULES TODAY." Ask questions similar to the following and write sentences on the chart paper or transparency as students respond. They may be similar to the suggestions given below.

"IS A LAW A RULE?"

A law is a kind of rule.

"WHY ARE SOME RULES NOT MADE INTO LAWS?"

A law is something which is important for everybody to follow.

"WHAT DOES A LAW TELL US?"

A law tells us what we can or cannot do.

"IS A LAW WRITTEN DOWN? WHY IS THIS IMPORTANT?"

Laws are written down so all people will know for sure what they are.

TEACHING SEQUENCE

Comments

Have students copy the experience chart to keep in notebooks.

6. Give students a worksheet which includes examples of rules and laws. Direct students to read the sentences and decide if each is an example of a rule or a law. A sample worksheet is given on the following page.

Lesson #2 - Worksheet

Name ______________________________ Date ____________________

Directions:

Read the sentences and tell if they are rules or laws. Write the right word in the blank after each sentence.

1. Girls cannot wear slacks or shorts to school. ____________________
2. People have to be 21 years old before they can buy cigarettes. __________
3. Everyone has to have a drivers' license before they can drive a car. ______
4. Some teenagers have to wash the dishes every day. ____________________
5. Bill's parents say he has to be home by 11 o'clock at night. __________
6. When the light is red, you have to stop. ____________________
7. If a school library book is kept too long, you have to pay a fine. ________
8. People cannot take someone else's car and drive it without asking them if

   it is okay. ______________________________
9. You have to get a pass if you want to leave study hall. ____________
10. Don't break into a house and take anything. ____________________

LESSON #3

SCOPE OF LESSON

To explain what it means when a law is broken.

To provide the students with an example of a youth who broke a law.

To establish the relationship of shoplifting to breaking the law.

To help students generalize the law violation of shoplifting to other laws.

INSTRUCTIONAL OBJECTIVES

To be able to explain what it means when a law is broken.

To label Hank's actions as a law violation.

To be able to distinguish between newspaper stories which deal with law violations and stories of a general nature.

NEEDED RESOURCES

Equipment

- Tape recorder
- Bulletin board
- Overhead projector or chart paper

Materials

- Experience chart from previous lesson
- Tape recordings #1 and #2
- 8" x 10" photograph of Hank and the store manager, Mr. Snider
- Newspapers, e.g., Des Moines Register
- News for You (published by Lubach Literacy, Inc., Box 131, Syracuse, N. Y. 13210); Local newspaper, etc.

TEACHING SEQUENCE

Comments

1. To review the concept of what a law is, re-read the experience chart developed in the previous lesson and discuss. Then say, "WE'VE BEEN TALKING ABOUT LAWS. IF HANK WINSLOW HAD BEEN

IN OUR CLASS YESTERDAY, DO YOU THINK THIS INFORMATION ABOUT LAWS WOULD BE IMPORTANT FOR HIM? WHY?"

2. Draw attention to the photograph of Hank and replay the tape recording (#1) made by him. Discuss the situation involving Hank briefly and then say, "WHEN HANK TRIED TO LEAVE THE DISCOUNT STORE, THE STORE MANAGER STOPPED HIM." Put the photograph of Hank being detained on the bulletin board. Say, "TODAY LET'S LISTEN TO WHAT MR. SNIDER, THE STORE MANAGER, SAID TO HANK WHEN HE CAUGHT HIM STEALING THE RECORD."

3. Play the second tape recording. Ask, "WHAT IS HAPPENING TO HANK?" Discuss the recording. Say, "MR. SNIDER SAID THAT BECAUSE HANK TRIED TO STEAL A RECORD, HE BROKE A LAW. WHAT DOES THAT MEAN?" Suggest that it means that someone does not follow or obey the law; they do something the law says they shouldn't do. Discuss.

4. To help students formulate this concept, write an experience chart. The following sentences are representative of the types of responses the students might suggest:

When Somebody Breaks a Law

A law tells us what we can or cannot do.

Somebody breaks the law if he does not follow the law. He does something the law says he shouldn't do.

Hank Winslow broke the law when he tried to steal a record from the discount store.

Have students read the chart orally. Call on one student to read the entire chart aloud or have students read one paragraph

TEACHING SEQUENCE   Comments

at a time, etc.

5. Say, "HANK'S IN TROUBLE BECAUSE HE SWIPED A RECORD AND BROKE A LAW. LET'S SEE IF WE CAN FIND OTHER EXAMPLES OF PEOPLE WHO ARE IN TROUBLE BECAUSE THEY MAY HAVE BROKEN A LAW." Have students look in newspapers for news articles about people who have been arrested, etc. Clip out and display these articles on a bulletin board.

Read the articles, simplifying them for the students if necessary. Have pupils write labels for each article to identify the law that was broken. When discussing the news clippings, point out that the cases where a person is proved guilty, or convicted, of breaking the law. In other articles, however, note that people may be charged, or accused of breaking the law but their guilt is not established.

Tape Recording #2

(Lesson #3) Mr. Snider - Store Manager

"Listen, kid, I know you stuck a record in your notebook. I saw you do it. My name's Mr. Snider and I'm the store manager here.

"Do you know what you're doing? Why, you're stealing! You swipe something from a store like this and you're shoplifting. There's a law against shoplifting! You broke the law!

"You're in trouble, kid! You broke the law and you can be punished. Why do you think we have a law about shoplifting? So I can do something about it when someone swipes stuff from my store.' Why, you're the second person I've caught shoplifting today. Only the other guy was older. He was 18 and tried to get away with a fifty dollar watch.

"I suppose you think I should just give you a lecture and let you go. Well, the law says I can bring charges against you and I think I'll do it. I'm going to press charges against the other guy I caught today, too. He said he'd pay for the watch, but that doesn't change the fact that he tried to steal it. You both broke the law when you tried to shoplift and I'm going to do what the law says I can to protect my property.

"Come with me, young man. We're going to the office and I'm going to call the police!"

1

LESSON #4

SCOPE OF LESSON

To introduce the concept that when a person breaks a law he can be punished.

To initiate discussion about law enforcement.

To consider the concept that a person is guilty of breaking a law even if he is not apprehended.

INSTRUCTIONAL OBJECTIVES

To be able to verbally express the idea that if someone breaks a law he can be punished.

To list on an experience chart the kinds of punishments people may receive if they break a law.

To be able to tell who decides the punishments for people who break laws.

To answer negatively the question posed in the booklet, You and the Law, and tell why this is the correct answer.

NEEDED RESOURCES

Equipment	Materials
Bulletin board	Bulletin board letters for heading, A KID IN TROUBLE
Overhead projector or chart paper	Experience chart from previous lesson
	You and the Law, pamphlet distributed by Kiwanis International, 101 East Eric Street, Chicago, Illinois, 60611, Copyright, 1963. Copies for all students in the class

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TEACHING SEQUENCE

Comments

1. Put the heading, A KID IN TROUBLE, over the two pictures on the bulletin board. Then discuss what happened to Hank yesterday and say, "MR. SNIDER SAID HANK BROKE A LAW. WHAT

DOES THAT MEAN?" Discuss; also, read the experience chart developed in Lesson #3. Say, "DOES ANYONE REMEMBER WHAT LAW MR. SNIDER SAID HANK BROKE? YES, THE LAW HE BROKE WAS THE LAW THAT SAYS YOU CAN'T SHOPLIFT. HANK BROKE THAT LAW BECAUSE HE TOOK A RECORD WITHOUT PAYING FOR IT. THE LAW SAYS YOU CAN'T TAKE SOMETHING FROM A STORE AND TRY TO HIDE IT SO YOU CAN GET OUT WITHOUT PAYING FOR IT.

"HANK GOT CAUGHT WHEN HE BROKE THE LAW AND IS IN TROUBLE. MR. SNIDER IS GOING TO CALL THE POLICE. PEOPLE CAN GET IN TROUBLE BECAUSE OF BREAKING A LAW--THEY CAN BE PUNISHED. WHAT DOES THE WORD, PUNISH MEAN? WHAT KINDS OF PUNISHMENT CAN PEOPLE GET FOR BREAKING LAWS? (Jail terms, fines, court appearances, etc.) WHO DECIDES WHAT PUNISHMENT PEOPLE WILL GET?" (The courts and judges, not the police.)

2. Continue the discussion by saying, "MR. SNIDER SAW HANK TRY TO STEAL THE RECORD AND NOW HANK'S IN TROUBLE BECAUSE HE BROKE THE LAW ABOUT SHOPLIFTING. BUT WHAT IF MR. SNIDER HADN'T SEEN HANK? WHAT IF HANK HAD MANAGED TO WALK OUT OF THE STORE AND HAD TAKEN THE RECORD HOME? WOULD HE HAVE BROKEN THE LAW EVEN IF HE HADN'T BEEN CAUGHT?"

Discuss that someone is guilty of breaking a law when they steal, etc. Even if they are not caught they have still broken the law. Discuss with the students that some people (including some adults) feel it's all right to break a law like shoplifting just as long as they don't get caught. Some people may feel it's smart, that eveyone else does it and therefore it's okay, that it is a good way to get merchandise without having to pay for it, etc. Stress, however, that breaking a law is wrong, and it is wrong whether the person gets caught or not.

Continue, "SOMETIMES WHEN A PERSON BREAKS A LAW AND DOES NOT GET CAUGHT, HE THINKS HE IS VERY LUCKY. AND BECAUSE IT MAY HAVE SEEMED PRETTY EASY TO BREAK THE LAW THE FIRST TIME, A PERSON MAY BE TEMPTED TO TRY IT AGAIN. TODAY WE'RE GOING TO LOOK AT A BOOKLET CALLED YOU AND THE LAW. WE'RE GOING TO BE USING THIS BOOK SEVERAL TIMES AS WE TALK ABOUT LAWS. (Pass out copies and let students briefly look through them.) NOW TURN TO PAGE 12. HERE IS A STORY ABOUT A PERSON WHO THOUGHT HE WAS VERY LUCKY. WE'LL READ THE STORY AND THEN SEE WHAT YOU THINK."

Read the section entitled, "Was Pete Lucky?" on pages 12 and 13 and then discuss the question posed in the material.

3. To summarize the class discussion, write an experience chart:

Getting in Trouble

If someone breaks a law, they can get into trouble. They might be punished by having to go to court, to jail, or pay a fine.

Even if someone doesn't get caught, they have broken the law if they've done something they're not supposed to do. Breaking the law is wrong even if you're not caught.

4. Have students copy the experience chart to keep in notebooks.

LESSON #5

SCOPE OF LESSON

To present the sources in which the laws of Iowa are recorded.

To emphasize the roles played by various facets of society in developing awareness of and knowledge about laws.

To provide a definition of shoplifting and an interpretation of the law that deals with shoplifting.

INSTRUCTIONAL OBJECTIVES

To identify the volumes of the Code of Iowa as the books in which the laws of the state are written.

To be able to tell who helps students learn about laws.

To define shoplifting as the act of hiding merchandise and taking it from a store without paying for it.

To be able to state the shoplifting law in general terms and tell what it means.

NEEDED RESOURCES

Equipment	Materials
Tape recorder	Tape recording #2 (Mr. Snider)
Chalk board	Code of Iowa (Find and mark page 2516 in Volume II before class time)
Bulletin board	
	Chart paper
	Ditto masters

TEACHING SEQUENCE

Comments

1. Say, "HANK IS IN A JAM BECAUSE HE WAS SHOPLIFTING. JUST WHAT IS SHOPLIFTING? LET'S LISTEN TO HIM AGAIN AND SEE WHAT HE SAYS." Replay tape recording #2 and note that he said shoplifting was stealing something from a store. Discuss. Then say, "WELL, IF A PERSON COMES INTO A STORE WITH A GUN AND

HOLDS UP THE STORE, IS HE SHOPLIFTING? HE'S STEALING THE STORE'S MONEY. HOW IS THIS DIFFERENT FROM SHOPLIFTING? HOW CAN WE FIND OUT WHAT THE LAW ABOUT SHOPLIFTING SAYS? WHERE WOULD THIS LAW BE WRITTEN? YES, IN THE BIG BOOKS I SHOWED YOU THE OTHER DAY. THESE BOOKS ARE CALLED THE CODE OF IOWA (write name on the chalkboard). THE LAW ABOUT SHOPLIFTING IS IN THE SECOND BOOK OR VOLUME." Turn to page 2516 and help the students read the section dealing with shoplifting. Discuss that laws are written in language that seems kind of complicated; talk about what words like merchandise, premises, conceal, material evidence, etc., mean. Ask, "ARE THESE BOOKS HARD TO READ? DO YOU THINK MOST PEOPLE FIND OUT ABOUT LAWS BY READING THESE BIG BOOKS? NO, THEY'RE TOO HARD TO UNDERSTAND. THE REASON WE'RE STUDYING ABOUT LAWS IN SCHOOL IS SO WE CAN FIGURE OUT WHAT THE LAWS MEAN AND WE'LL KNOW WHAT WE CAN AND CANNOT DO. OUR PARENTS AND OTHER PEOPLE IN THE COMMUNITY ALSO HELP US LEARN ABOUT LAWS."

2. Discuss what this law really means; e.g., shoplifting means taking merchandise (things that stores sell) from a store without paying for it. This kind of stealing involves concealing or hiding the merchandise. People sometimes try to hide things in their clothing or in shopping bags, purses and other belongings they might be carrying. This kind of stealing is different from a hold-up in that shoplifting involves hiding the merchandise and trying to walk out of the store.

TEACHING SEQUENCE Comments

3. Assign a committee of students to copy the shoplifting law from the Code onto a large chart. Have all students help reword the section and write on a second chart what the law means. For example:

The Law About Shoplifting

If someone has hidden things from a store that they haven't paid for, and they are caught inside or outside the store, this shows that the person was trying to keep the stuff to use it without paying for it.

Finding things that are not paid for hidden in a person's clothing, purse or other place shows they were trying to hide things so they could steal them.

If somebody gives another person things from a store to hide in his clothing or purse, and the stuff is found, this shows that the person who has the things in his clothing is also trying to shoplift.

4. Discuss and compare the two charts. Make duplicated copies of the two charts for students to keep in their notebooks. Display the charts on a bulletin board.

LESSON #6

SCOPE OF LESSON

To review shoplifting as a law violation.

To emphasize that paying for an item or giving back an item which has been stolen does not change the fact that the law was broken.

To emphasize the fact that a person is breaking the law if he helps someone else shoplift.

INSTRUCTIONAL OBJECTIVES

To be able to read the charts about the shoplifting law.

To be able to portray in dramatized situations that:

1. paying for or returning a shoplifted item does not absolve guilt for breaking a law, and
2. helping someone else shoplift by concealing merchandise for them is against the law.

NEEDED RESOURCES

Equipment	Material
Overhead projector or chart paper	Charts from Lesson #5

TEACHING SEQUENCE

Comments

1. Review the previous lesson by re-reading the charts about the shoplifting law. Say, "HANK GOT CAUGHT TRYING TO SHOPLIFT. HE HID THE RECORD IN HIS NOTEBOOK SO HE COULD GET OUT OF THE STORE WITHOUT HAVING TO PAY FOR IT. MR. SNIDER STOPPED HIM BEFORE HE GOT OUTSIDE. IF HANK OFFERS TO GIVE THE RECORD BACK OR TO GET ENOUGH MONEY TO PAY FOR IT, WILL THIS MAKE IT ALL RIGHT? IF HE DOES THIS, WOULD HE STILL BE BREAKING THE LAW? THE OTHER PERSON MR. SNIDER CAUGHT SHOPLIFTING OFFERED TO PAY FOR THE WATCH HE TOOK. WHAT DID MR. SNIDER SAY ABOUT IT?" Replay tape recording #2, if necessary, and listen to see what Mr. Snider said. Stress that

the law is broken when someone actually picks up and hides something, trying to shoplift it. Paying for it or giving it back does not change the fact that the law was broken. A person can be punished for shoplifting even though they may not have a chance to take the merchandise home and use it. Trying to pay for it, or giving it back to the store will not change the fact that the law about shoplifting was broken.

2. Refer again to the charts about the shoplifting law and draw attention to the last paragraph. It says, "If someone gives another person things from a store to hide in his clothing or purse, and the stuff is found, this shows that the person who has the things in his clothing is also trying to shoplift." Have one student read this orally and ask, "JUST WHAT DOES THIS MEAN?" Discuss that even though a person may not actually take an item off the shelf, if he hides something that someone else shoplifted, he is breaking the law by hiding or concealing the merchandise.

3. Present several examples of situations for students to dramatize. Read the paragraph which describes the situation. Discuss the various character roles; assign different students to play each character part. If necessary, guide the dramatization by asking questions, giving suggestions, etc., insuring that points which are to be emphasized are brought out by the students during the role-playing experience.

   a. Joe and Sam go into a drug store to buy some candy bars and gum. Joe takes a paperback book from the magazine shelf and slips it into Sam's coat pocket. Possible Developments -

(1) The boys are caught before they leave the store.

(2) Joe says he isn't guilty of shoplifting because he doesn't have any unpurchased merchandise in his possession.

(3) Sam says he isn't guilty because Joe was the one who put the book in his pocket.

b. Sally is shopping in a department store. She picks up a tube of lipstick from the cosmetic counter and puts it in her purse. She sees a clerk looking at her so she quickly puts the lipstick back on the shelf. The clerk calls the store manager who stops Sally and says she is shoplifting. Possible Developments -

(1) Sally insists she hasn't shoplifted because she put the lipstick right back.

(2) The store manager says Sally is in trouble because she tried to steal the lipstick. It doesn't matter that she didn't get a chance to use it.

c. Bill swipes a tie that costs a lot of money from a clothing store. He gets clear outside the store before the store owner stops him. The store owner is very angry and Bill gets very scared. He says he will pay for the tie if the man will just let him go. (In this situation discuss how the store owner feels and why he might get very angry. Also discuss why Bill would feel frightened.)

4. Write an experience chart and have students read it orally.

Shoplifting

Shoplifting is when a person goes into a store and tries to hide something so he can take it without paying for it.

A person breaks the law by picking up things and hiding them. It doesn't matter if the person doesn't get outside the store before he is caught.

Even if a person offers to pay for the things or give them back, he has still broken the law and can be punished.

5. Have students copy experience chart to keep in notebooks.

LESSON #7

SCOPE OF LESSON

To introduce the concept that there are reasons for having laws.

To introduce the concept of property rights.

To help students relate the law on shoplifting to property rights.

INSTRUCTIONAL OBJECTIVES

To be able to express an opinion in a simulated radio participation show.

To be able to explain what the term "property rights" means.

To be able to cite one reason for having a law about shoplifting.

NEEDED RESOURCES

Equipment

- Tape recorder
- Telephones
- Overhead projector or chart paper
- Bulletin board

Material

- Photograph of Chuck Shay
- Sentence strips for bulletin board
- Tape recording #3 (Chuck Shay)

TEACHING SEQUENCE

Comments

1. Before the class period, put the picture of Chuck Shay on the bulletin board. Beneath the picture display sentence strips that say,

   This is Chuck Shay.

   He is Hank's friend.

2. Begin the lesson by saying, "TODAY WE'RE GOING TO MEET SOMEONE ELSE. DO YOU KNOW WHO IT IS?" Discuss what the sentences on the bulletin board say. Continue, "CHUCK KNOWS THAT HANK

IS IN TROUBLE BECAUSE HE WAS IN THE DISCOUNT STORE WHEN HANK GOT CAUGHT. LET'S SEE WHAT CHUCK HAS TO SAY ABOUT IT." Play tape recording #3.

3. Say, "CHUCK ASKS WHY THERE IS A LAW THAT SAYS PEOPLE CAN'T SHOPLIFT. HE SEEMS TO THINK IT ISN'T A VERY GOOD LAW. WHAT DO YOU THINK? THIS MIGHT BE A GOOD QUESTION TO ASK ON A 'VOICE YOUR OPINION' RADIO SHOW." Conduct a telephone participation show. Have students use telephones to call in and express their opinions (the teacher should serve as moderator). Guide discussion by asking questions such as "WHY IS THERE A LAW LIKE THIS? WHY DO YOU THINK THEY MADE THIS INTO A LAW? WHAT WOULD HAPPEN IF THERE WERE NO LAWS ABOUT SHOPLIFTING? IS THIS REALLY A STUPID LAW?", etc.
4. Continue the discussion by asking, "WHAT DO YOU THINK MR. SNIDER WOULD SAY IF HE CALLED IN TO 'VOICE YOUR OPINION'? HOW DOES HE FEEL ABOUT THE SHOPLIFTING LAW? WHY DOES HE THINK SUCH A LAW IS A GOOD ONE? HE TELLS HANK WHY THERE IS A SHOPLIFTING LAW. DO YOU REMEMBER WHAT MR. SNIDER SAID?" Play tape recording #2 again, if necessary.
5. Write an experience chart and have students read it orally.

Why There Are Laws

There are reasons for having laws. Laws aren't made just to be mean to people.

One reason for having a shoplifting law is to help stores keep from having all the merchandise stolen.

TEACHING SEQUENCE

Comments

If we try to figure out the reasons for laws it is easier for us to see the importance of following them.

6. Have students copy the experience chart to keep in their notebooks.

Tape Recording #3 (To be used in Lesson #7)

"I'm Chuck Shay and I'm Hank's friend. I just happened to be in the store when Hank got caught and I saw the whole thing. Wow! Was that store man ever mad! He kept shouting about Hank breaking the law. Gee, all Hank did was swipe one little record. Why such a big deal about that?

"So there's a law about shoplifting. It seems like kind of a stupid law to me. I know lots of guys who have swiped stuff from stores. What difference does it make? Why have a stupid law like that?"

LESSON #8

SCOPE OF LESSON

To impress on the students the financial loss to store owners when merchandise is shoplifted.

To structure a situation so the students will realize that shoplifting is just as wrong as if the store owner would steal from the student.

INSTRUCTIONAL OBJECTIVES

To be able to compute the value of merchandise that is shoplifted from a store in a hypothetical case.

To be able to contribute to the development of an experience chart expressing the idea that shoplifting from a store is just as wrong as a store manager stealing from his customers.

NEEDED RESOURCES

Equipment	Material
Overhead projector	Series of transparencies: Numbers 1 and 2
Chart paper or overhead projector	

TEACHING SEQUENCE

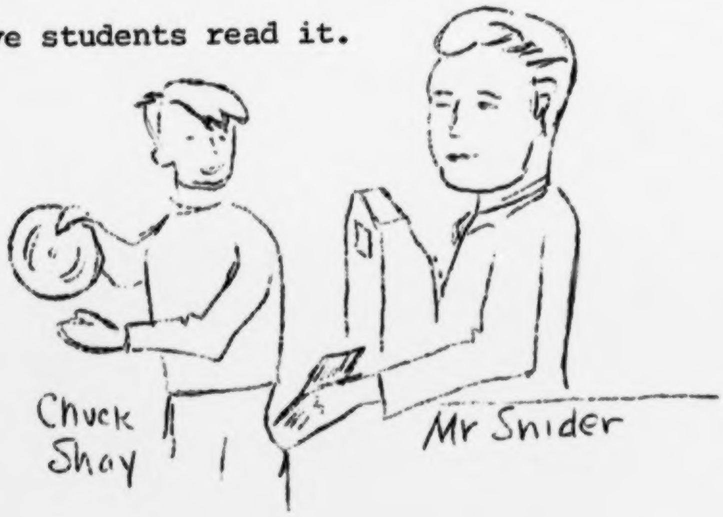
Comments

1. Introduce lesson by saying, "CHUCK SHAY STILL THINKS THE LAW ABOUT SHOPLIFTING IS RATHER STUPID AND HE DOESN'T SEE WHY MR. SNIDER IS SO UPSET WITH HANK. IF CHUCK WERE TO GO TO THE DISCOUNT STORE AND TALK WITH MR. SNIDER PERHAPS HE WOULD SAY SOMETHING LIKE THIS..." Project Transparency No. 1 (without the overlay in place). Have students read what

Chuck is saying. Then add the overlay and read what Mr. Snider's reply to Chuck is. Discuss that the loss of one small item like a record may seem unimportant, but if many people take small items, the store loses a great deal of merchandise. While the loss of a record seems small to Chuck, Mr. Snider is aware that the record, plus the $50.00 watch, plus the other things that have been shoplifted make a large loss. Thus, he knows how expensive this total loss can be to a store.

Show an example of how this kind of loss can add up quickly for the store. Write on the chalkboard the cost of one record; about $1.98. This is the amount of money the store lost when Hank swiped the record. But if someone else also stole a record, the store would lose another $1.98. Add these amounts together. Then add another one or two figures to represent other cases of shoplifting. Thus, the store can lose $7.92 because just four people took one record each.

2. Show Transparency No. 2 (without the overlay in place) and read what Chuck is saying. (Try to present Chuck's point of view without moralizing or "preaching.") Add the overlay to show Mr. Snider's reply and have students read it.



Discuss how a store manager might steal from or cheat his customers, e.g., shortchange them, pick the pockets of people in his store, etc. Talk about how this would make us feel if this happened to us.

Discuss that if one person can steal, everyone else should have a right to do it, too. If Chuck can steal from a store, then the store manager should have a right to steal from him.

3. Summarize the class discussion by writing an experience chart.

It Does Matter What You Do!

One person might think a store won't be hurt much if he takes something little. But if a lot of people take things, the store can lose a lot of merchandise.

If you steal from a store, maybe the store manager should have the right to steal from you.

4. Have students copy the experience chart to keep in their notebooks.

LESSON #9

SCOPE OF LESSON

To focus on the concept that laws such as those against shoplifting are necessary if people are to live as members of society.

To re-emphasize that stealing, in any form, is a law violation.

INSTRUCTIONAL OBJECTIVES

To be able to give examples of what it would be like if everyone took things that did not belong to them.

To be able to verbalize the idea that laws are necessary for order and safety.

To be able to verbalize the idea that in terms of the law, it doesn't matter who things are stolen from; rather, the law is broken when something is actually stolen.

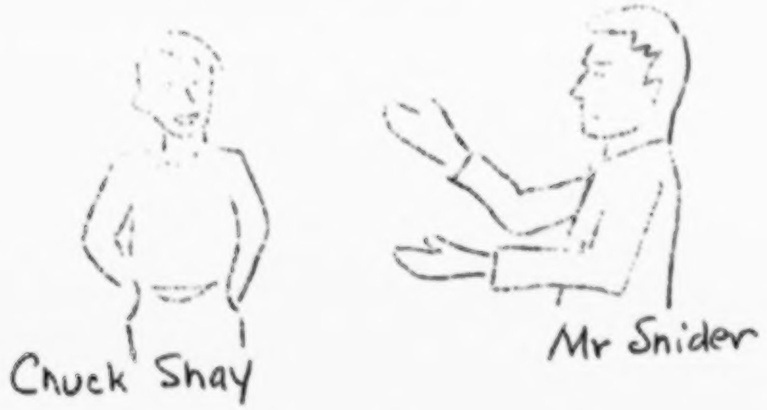
NEEDED RESOURCES

Equipment	Material
Overhead projector	Series of transparencies: Numbers 1, 2, 3, 4
Chart paper or overhead projector	

TEACHING SEQUENCE

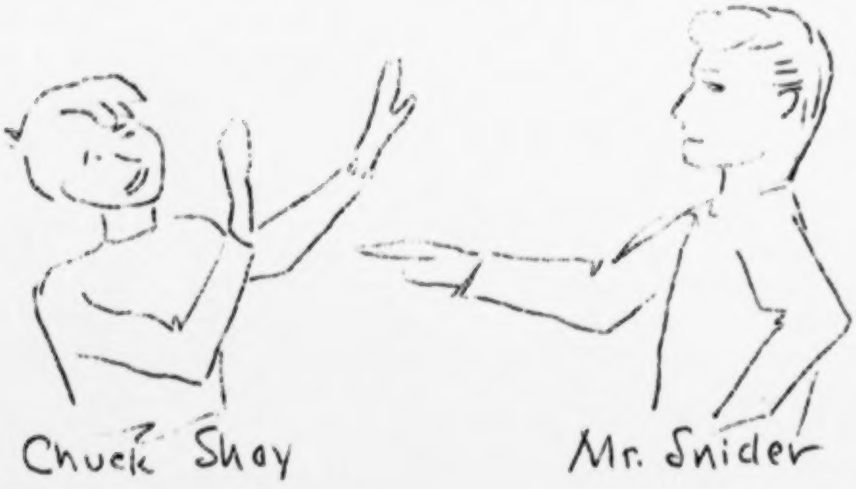
Comments

1. Briefly review the previous lesson by showing Transparencies No. 1 and No. 2 and discussing them.
2. Say, "CHUCK STILL ISN'T SO SURE THE SHOPLIFTING LAW IS A GOOD ONE. HE'S STILL TALKING TO MR. SNIDER. LET'S SEE WHAT HE HAS TO SAY TODAY." Project Transparency No. 3 (without the overlay in place). Have students read the question Chuck poses. Add the overlay and have students



read it. Discuss Mr. Snider's question, "What would happen if everyone took things that did not belong to them?" Talk about what it would be like if everyone stole from the lockers at school, from cars parked on the street, from houses where we live, etc. Stress how frustrating and confusing everything would be if there was such widespread stealing.

3. Project Transparency No. 4 (without the overlay in place) and read what Chuck says. Ask why he might feel shoplifting is different than stealing from an individual person. Then add the overlay to see what Mr. Snider's reply is. Have



students read it. Discuss the idea that it's the act of stealing which is against the law. Some people may feel it is all right to steal from a store because a store isn't a single individual, it doesn't have feelings, it is just a big building, etc. Stress, however, that in terms of the law it doesn't matter who things are stolen from. The law is broken when something is actually stolen.

4. Write experience chart and have students read orally.

Laws About Stealing

Laws about stealing help keep things orderly and safe. We would be very unhappy if people could steal things that belonged to us and there weren't any laws to make them stop it.

It is against the law to steal. It doesn't matter if you steal from a store or a person. If you take something that doesn't belong to you, you are breaking the law.

5. Have students copy the experience chart to keep in their notebooks.

LESSON #10

SCOPE OF LESSON

To discuss with the students that there will probably be times when they may feel a law is unfair to them. Emphasis will be given to the fact they must still obey the law by helping the students understand the needs for laws.

INSTRUCTIONAL OBJECTIVES

To be able to give at least two reasons why people should obey laws.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording #4 (Chuck and Mr. Snider)
Overhead projector or chart paper	

TEACHING SEQUENCE

Comments

1. Say, "MR. SNIDER HAS TRIED TO EXPLAIN TO CHUCK WHY THERE IS A LAW ABOUT SHOPLIFTING. BUT CHUCK STILL DOESN'T SEE WHY HE SHOULD GO ALONG WITH THE LAW. THEY ARE STILL TALKING; LET'S LISTEN TO THEM TODAY." Play tape recording #4.
2. Continue by saying, "IF WE TRY TO FIGURE OUT WHY WE HAVE A CERTAIN LAW, SOMETIMES IT MAKES IT EASIER FOR US TO FOLLOW IT. THE SHOPLIFTING LAW IS ABOUT STEALING. LAWS ABOUT STEALING ARE MADE TO HELP PEOPLE AND STORES PROTECT THEIR PROPERTY - TO KEEP THINGS THAT BELONG TO THEM FROM BEING STOLEN.

   "SOMETIMES, HOWEVER, PEOPLE STILL DON'T WANT TO FOLLOW THE LAW. CHUCK IS LIKE THAT AND A LOT OF OTHER PEOPLE PROBABLY ARE TOO. EVEN IF THEY WON'T BUY THE IMPORTANCE OF HAVING A LAW, ARE THERE OTHER REASONS WHY THEY SHOULD DO

WHAT THE LAW SAYS? WHAT DID MR. SNIDER SAY?" Stress that if someone breaks a law they stand a good chance of getting into a great deal of trouble and the consequences can be very serious. Kids may shoplift because its daring and they want to impress their friends. But to get this kind of peer recognition, they run the risk of serious trouble with the police and the courts.

3. Conclude by saying, "YOU MAY THINK ABOUT SHOPLIFTING SOMETHING BECAUSE THE OTHER KIDS ARE DOING IT AND YOU DON'T WANT TO BE CHICKEN. BUT MAYBE YOU SHOULD STOP AND THINK, 'IS IT RIGHT?' or 'IS IT WORTH IT?' IS IT WORTH THE CHANCE OF REAL TROUBLE WITH THE POLICE AND THE COURTS? OR WOULD IT BE BETTER TO FIND SOME OTHER WAY OF IMPRESSING YOUR FRIENDS?"

"SOME KIDS MIGHT SAY THAT THEY ARE SMART ENOUGH NOT TO GET CAUGHT. REMEMBER, THOUGH, THAT STORES HAVE LOTS OF WAYS OF CATCHING SHOPLIFTERS AND THAT THEY'RE PROBABLY GOING TO BE A LOT SHARPER THAN THE KIDS."

4. Write experience chart and have students copy it.

You Can Get in Trouble

It's a good idea to follow the law even if you don't like it. If you do break the law, you can get in real trouble.

Life will be easier for us if we go along with the law.

LESSON #11

SCOPE OF LESSON

To review previous lessons.

To appraise student understanding of key words and/or concepts.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions for certain key words and phrases selected from experience charts developed by the class.

To be able to alphabetize and copy a list of important words and definitions.

NEEDED RESOURCES

Equipment	Materials
Chalkboard or Chart paper	Experience charts from previous lessons
Bulletin board	

TEACHING SEQUENCE

Comments

1. Say, "WE'VE BEEN TALKING ABOUT HANK WINSLOW, WHO IS A KID IN TROUBLE (point to the title on the bulletin board). WE'RE TALKING ABOUT HANK SO WE CAN LEARN SOMETHING ABOUT LAWS AND WHY THEY ARE IMPORTANT. PERHAPS WE NEED TO TAKE SOME TIME TODAY TO REVIEW WHAT WE'VE TALKED ABOUT SO FAR." Read all of the experience charts developed in the lessons to date and discuss.
2. Continue, "THERE ARE SOME IMPORTANT WORDS FOR US TO KNOW WHEN WE'RE DISCUSSING HANK AND HIS PROBLEMS. WE'RE GOING TO START A LIST OF THESE WORDS TO MAKE SURE WE KNOW WHAT EACH WORD MEANS." Go through the experience charts again, noting the important words that should be learned. Make a

list of these words on the chalkboard or on chart paper. Have students give a definition for each word; write these definitions beside the word.

3. Have students copy the list to keep in their notebooks; ask them to put the words in alphabetical order. Write a heading, List of Important Words.
4. Assign a committee to re-copy the class list, putting the words in alphabetical order. Keep the list on display so students can refer to it as needed. Add words and definitions as additional lessons are taught.
5. The list should include the following words and definitions:

Rule - something which tells us what we can or cannot do.

Law - a kind of rule which is important for everyone to follow.

Code of Iowa - the big books in which the laws of Iowa are written down.

Steal - when someone does not follow a law. They do something the law says they shouldn't do.

Punish - something that can be done to people who do something wrong.

Shoplift - stealing things from stores and hiding them in clothing or somewhere else so they won't have to be paid for.

Merchandise - the things that stores have to sell.

Premises - the building where the store is.

Conceal - hiding something

TEACHING SEQUENCE Comments

Material evidence - this shows that something is so. For example, if someone is caught with things he did not pay for hidden in his clothes, this shows he was shoplifting.

Unpurchased - things that have not been paid for.

Property - things that people or stores own.

Protect - keeping something from getting hurt or stolen.

LESSON #12

SCOPE OF LESSON

To acquaint students with the procedures involved when a person is caught shoplifting.

To introduce the role of the probation officer.

INSTRUCTIONAL OBJECTIVES

To be able to relate what the police do when a juvenile is apprehended for shoplifting.

To be able to critically evaluate a tape recording made by one or two students in terms of the understandability of their speech and the volume of their voices.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording #2 (Mr. Snider)
Overhead projector or chart paper	
Blank tape for recording experience chart	

TEACHING SEQUENCE

Comments

1. Find the part of tape recording No. 2 which says, "COME WITH ME, YOUNG MAN. WE'RE GOING TO THE OFFICE AND I'M GOING TO CALL THE POLICE!" Play this portion of the recording as an introduction to the lesson. Identify the speaker and review the situation involving Hank Winslow, if necessary.
2. Continue by reading the following story: "MR. SNIDER TOOK HANK TO HIS OFFICE IN THE STORE AND MADE HIM SIT DOWN IN A CHAIR WHILE HE CALLED THE POLICE. HE DIALED THE NUMBER OF THE POLICE STATION. WHEN THE POLICEMAN ON DUTY ANSWERED THE PHONE, MR. SNIDER TOLD HIM HIS NAME, THAT HE WAS MANAGER

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AT THE DISCOUNT STORE, AND THAT HE HAD CAUGHT A YOUNGSTER TRYING TO SHOPLIFT. THE POLICEMAN SAID HE WOULD SEND SOMEONE TO THE STORE.

"HANK HAD TO SIT IN THE OFFICE WITH MR. SNIDER AND WAIT UNTIL THE POLICEMEN CAME. MR. SNIDER DIDN'T SAY ANYTHING AND HANK FELT PRETTY TERRIBLE. HE WAS SCARED BECAUSE HE DIDN'T KNOW WHAT THE POLICE WERE GOING TO DO WHEN THEY GOT THERE. HE ALSO FELT A LITTLE ASHAMED AND EMBARRASSED.

"FINALLY, AFTER WHAT SEEMED A VERY LONG TIME, A POLICEMAN WALKED INTO THE OFFICE AND STARTED TALKING TO MR. SNIDER. HE ASKED WHAT HAD HAPPENED AND ASKED HANK IF HE HAD TRIED TO SHOPLIFT SOMETHING. HANK DIDN'T TRY TO LIE ABOUT IT. HE ADMITTED THAT HE HAD SWIPED THE RECORD.

"THE POLICEMAN STARTED TO ASK HANK SOME THINGS. HE WROTE DOWN HANK'S NAME, WHERE HE LIVED AND HOW OLD HE WAS. HE GOT MR. SNIDER'S NAME, THE NAME AND ADDRESS OF THE DISCOUNT STORE AND THE FACT THAT MR. SNIDER WAS MANAGER OF THE STORE. THEN HE QUICKLY WROTE DOWN WHAT MR. SNIDER AND HANK HAD SAID ABOUT WHAT HAD HAPPENED.

"THE POLICEMAN TOLD HANK TO COME WITH HIM TO THE POLICE STATION. HANK WAS REALLY SCARED NOW, BECAUSE HE DIDN'T KNOW IF THEY WERE GOING TO PUT HIM IN JAIL OR JUST WHAT WOULD HAPPEN. HE WAS TOO SCARED TO ASK ANY QUESTIONS.

"THEY GOT INTO A POLICE CAR AND DROVE TO THE POLICE STATION. THERE THE POLICEMAN TOOK HANK INTO THE MAIN PART OF THE OFFICE WHERE THERE WERE SOME DESKS AND CHAIRS. A

POLICEMAN WHO WAS SITTING AT A SPECIAL KIND OF RADIO TALKED INTO A MICROPHONE AND THEN LISTENED TO SOMEONE ELSE WHO WAS TALKING. THERE WERE A COUPLE OF SECRETARIES SITTING AT DESKS USING TYPEWRITERS. THE POLICEMAN TOLD HANK TO SIT DOWN. HE ASKED HANK WHAT HIS FATHER'S NAME AND HIS TELEPHONE NUMBER WERE. THE POLICEMAN SAID HE HAD TO CALL HANK'S PARENTS AND THAT HANK WOULD BE HELD AT THE POLICE STATION UNTIL HE COULD BE RELEASED TO HIS PARENT'S CUSTODY. HANK DIDN'T KNOW FOR SURE WHAT THIS MEANT BUT HE DID KNOW HIS DAD WAS GOING TO BE PRETTY MAD WHEN HE FOUND OUT ABOUT ALL THIS.

"THE POLICEMAN CALLED HANK'S HOME AND EXPLAINED TO HIS FATHER THAT HE WOULD HAVE TO COME DOWN TO THE POLICE STATION TO GET HANK. IN THE MEANTIME, HANK HAD TO JUST SIT AND WAIT. THE POLICEMAN STARTED TO FILL OUT SOME PAPERS. HE ASKED HANK SOME MORE QUESTIONS, LIKE WHAT CLASS HE WAS IN AT SCHOOL AND IF HE HAD EVER BEEN IN TROUBLE BEFORE.

"FINALLY HANK'S FATHER CAME TO THE POLICE STATION. THE POLICEMAN SAID HANK COULD GO HOME AND THAT THEY WOULD GET A LETTER IN A DAY OR TWO TELLING THEM TO COME IN AND SEE THE PROBATION OFFICER. HANK'S FATHER HAD TO PROMISE HE WOULD SEE TO IT THAT HANK KEPT THE APPOINTMENT WITH THE PROBATION OFFICER."

3. Ask, "WHAT DID THE POLICE DO AFTER MR. SNIDER CALLED THEM? LET'S SEE IF WE CAN REMEMBER WHAT THEY DID." Reread portions of the story if necessary and write an experience chart similar to the following:

What the Police Did

A policeman came to the store after Mr. Snider called. He asked what happened and wrote everything down. This is called an investigation.

Then the policeman took Hank to the police station. He called Hank's father and told him to come get Hank.

The policeman made Hank's father promise that Hank would see the probation officer.

4. Say, "SOME OF THE CHARTS WE'RE GOING TO BE WRITING TELL ABOUT WHAT HAPPENS TO HANK. LET'S READ THESE AND RECORD THEM. WHEN WE FINISH WE'LL HAVE THE WHOLE STORY ABOUT HANK ON THE TAPE RECORDER SO WE CAN LISTEN TO IT." Assign one or two students to read the chart orally and record it. Listen to the recording and have the class evaluate it in terms of the student's speech (could they understand it, did they speak loudly enough, etc.).

LESSON #13

SCOPE OF LESSON

To emphasize the role of the police in enforcing laws.

To acquaint students with the job of the probation officer.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions which are acceptable to the teacher for the terms "investigation," "released to parents' custody," "detain," "probation officer," and "enforce laws."

To be able to alphabetize and copy a list of words and definitions.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording of experience chart from Lesson #12
Overhead projector or chart paper	List of important words
Tape for recording experience chart	
Chalkboard	

TEACHING SEQUENCE

Comments

1. Listen to the tape recording of the experience chart written in Lesson No. 12. Discuss the story which explained what the police did when Mr. Snider called them. Then say, "WELL, HANK WAS NOT PUT IN JAIL. HE GOT TO GO HOME RIGHT AWAY. IS THIS ALL THAT'S GOING TO HAPPEN TO HIM? IS HE OFF FREE AND OUT OF TROUBLE?" Encourage students to express their opinions. Bring out that the police didn't just let Hank go. They kept him at the police station until he could be released to his parents' custody. Ask students what they

TEACHING SEQUENCE Comments

think this means; write the phrase on the chalkboard. Discuss that this means the parents, in effect, promise to take the youngster home and keep him out of trouble. If the police cannot contact the parents, they will call a relative or close neighbor - someone who is responsible and will see to it that the youngster does not go out and get in trouble again. If the police cannot find the parents or a relative, they might call the probation officer. The young person will be held, or detained, at the police station until they find someone to release him to.

2. Continue, "WE'VE BEEN TALKING ABOUT WHAT THE POLICE DID IN HANK'S CASE. WHY DID THEY GO TO THE DISCOUNT STORE AND INVESTIGATE WHAT HAPPENED? WHY DID THEY KEEP HANK AT THE POLICE STATION? HAVE THEY DECIDED HOW HANK IS GOING TO BE PUNISHED? IS THIS PART OF THEIR JOB? WHY DO WE HAVE POLICE?" Discuss the kind of job police have. They enforce laws, that is, they see that people follow or obey laws. When someone does not follow a law, it is the duty of the police to apprehend the person, investigate what happened, and initiate the first steps in bringing the accused person before the courts. The police do not decide whether or not someone is guilty, or what punishment he will receive. These functions belong to the courts. Stress that both the police and the courts have the job of enforcing laws, that is, seeing to it that people obey them.

3. Next, point out that the police told Hank and his father

TEACHING SEQUENCE Comments

that they would be hearing from the probation officer soon and they would have to come to his office for an appointment. Ask the students if they know what a probation officer does. Explain that this man is a person who is hired to investigate or find out about young people who get in trouble. He tells a court judge what he thinks should be done with the young person and then may check on that person for a period of time to see that he doesn't get in trouble again.

4. Write an experience chart and have students tape record it.

Not Out of Trouble Yet

Hank wasn't put in jail. He didn't get off free, though. He had to be released to his parents' custody. This means they had to promise to keep him out of trouble.

Hank has to see the probation officer, too. His job is to find out about Hank. He will talk to the judge about what should be done with Hank next.

The job of the police, the probation officer, and the judge is to enforce laws. This means they see to it that people follow laws and take care of those people who do not.

5. Add words to the list of important words. Have students help formulate a definition of each word. Copy words and definitions, putting them in alphabetical order.

TEACHING SEQUENCE Comments

Investigation - when people like the police ask questions and try to find out what happened when someone got in trouble.

Released to parents' custody - when a young person gets in trouble, his parents or someone else must come to the police station and promise to keep the kid out of trouble.

Detained or held - the police will keep a young person at the police station until he can be released to his parents' custody.

Probation officer - a man whose job is to find out about young people who get in trouble and then help them.

Enforce laws - to see that people follow or obey laws.

LESSON # 14

SCOPE OF LESSON

To introduce the terms "juvenile" and "adult."

To help students understand that juvenile offenders are treated differently than adult offenders.

INSTRUCTIONAL OBJECTIVES

To be able to read the words "juvenile" and "adult" and look them up in a dictionary.

To be able to give definitions of the words "juvenile" and "adult" as they relate to the law.

NEEDED RESOURCES

Equipment	Material
Chalkboard (An area of the board that can be utilized for several days is needed.)	Colored chalk Sheets of kraft paper or oaktag
Overhead projector or chart paper	Dictionaries

TEACHING SEQUENCE

Comments

1. Prepare the chalkboard for this group of lessons while the students are out of the room. Print the word, JUVENILE, on the chalkboard using colored chalk. (See illustration below). Print the following questions in different colors. Arrange the sentences on the board as shown in the illustration. The questions are:

    Who is a juvenile?

    Who is an adult?

    How are juveniles treated when they are in trouble?

    How are adults treated when they are in trouble?

    When aren't juveniles and adults treated the same?

TEACHING SEQUENCE

Comments

Use sheets of kraft paper or oaktag and cover each of the questions and the title word, JUVENILE. Tape these over the questions.

2. Introduce this lesson by saying, "YESTERDAY WE ADDED SOME WORDS TO OUR LIST OF IMPORTANT WORDS. TODAY THERE IS ANOTHER WORD I WANT YOU TO LOOK AT. I DON'T KNOW IF YOU'VE EVER SEEN THIS WORD BEFORE. CAN ANYONE FIGURE OUT WHAT IT IS?" Help students sound out the word. Then uncover the first part of the first question, Who-is a juvenile? Discuss the question; suggest that students look in the dictionary for a definition. Discuss that it means someone who is young. Continue, "THIS IS AN IMPORTANT WORD FOR US TO KNOW WHEN WE'RE TALKING ABOUT LAWS AND YOUNG PEOPLE IN TROUBLE. IN IOWA, WHERE WE LIVE, THE LAW SAYS THAT ANYONE WHO IS LESS THAN 18 YEARS OLD IS A JUVENILE. IS HANK A JUVENILE? YES, THE POLICE WANTED TO KNOW HOW OLD HE WAS. BECAUSE HE IS 14, HE IS A JUVENILE. A PERSON'S AGE IS SOMETHING THE POLICE HAVE TO FIND OUT RIGHT AWAY WHEN SOMEONE GETS IN TROUBLE."

3. Uncover the second part of the first question, Who--is an adult? Look up the word, adult, in the dictionary and discuss that this word means someone who has grown up. Continue, "THE LAW IN IOWA SAYS A PERSON IS AN ADULT AND IS NO LONGER A JUVENILE WHEN HE HAS HAD HIS EIGHTEENTH BIRTHDAY. THE OTHER GUY THAT MR. SNIDER CAUGHT SHOPLIFTING WAS 18 YEARS OLD, SO THE LAW SAYS HE IS AN ADULT

AND WILL HAVE TO BE TREATED AS AN ADULT BY THE POLICE AND THE COURT."

4. Write an experience chart to reinforce the definitions and concepts of juvenile and adult status:

Juveniles and Adults

A juvenile is a young person. An adult is someone who is grown up. As far as the law is concerned, someone is a juvenile if they are 17 or younger. They are an adult when they are 18.

When someone gets in trouble, the police will ask how old he is. This makes a difference in what the police and the courts will do.

5. Have students copy the experience chart to keep in their notebooks.

LESSON # 15

SCOPE OF LESSON

To initiate discussion about procedures the courts employ in handling adults and juveniles who break the law.

To review the role of the probation officer in the handling of juvenile cases.

INSTRUCTIONAL OBJECTIVES

To be able to recall and recite the definitions of the terms "juvenile" and "adult."

To be able to find and point out references to payment of bond in newspaper stories about law violations.

To be able to explain verbally the difference between the ways juveniles and adults are treated if arrested.

NEEDED RESOURCES

Equipment	Material
Chalkboard display from previous lesson	Newspaper articles used in Lesson #3
Overhead projector or chart paper	

TEACHING SEQUENCE

Comments

1. Review the terms, juvenile and adult. Re-read the experience chart from the previous lesson, if necessary. Stress again that in terms of the law, juvenile and adult status is very important.

2. Uncover and read the first part of the second question, How are juveniles treated when they are in trouble? Ask, "IS HANK A JUVENILE? WHAT DID THE POLICE DO WHEN HE GOT IN TROUBLE? WHAT IS HE GOING TO HAVE TO DO NEXT?" Review Hank's detention at the police station until he could be

released to his parents' custody and his appointment with the probation officer. The officer will explain appearing in juvenile court or whatever will happen to him next.

3. Uncover and read the second part of the question, How are adults treated when they are in trouble? Ask, "WHAT ABOUT THE GUY WHO STOLE THE WATCH FROM MR. SNIDER'S STORE? BECAUSE HE IS 18, HE WILL BE TREATED AS AN ADULT. WHAT WILL THE POLICE DO?" Discuss that he will probably be taken to the police station. He may have to stay in jail for awhile or pay some money called bond money. This would let him go free until he had to appear in an adult court called a criminal court. Refer to the newspaper articles used in Lesson No. 3 and point out any references to payment of bond.
4. Ask, "WHO COULD WE TALK TO TO LEARN MORE ABOUT WHAT HAPPENS WHEN JUVENILES AND ADULTS BREAK A LAW?" Suggest that arrangements be made to have a local police officer of sheriff speak to the group.
5. Write an experience chart to review the day's lesson:

How Juveniles and Adults are Handled

When a juvenile is arrested because he broke a law, he won't be put in jail. An adult might go to jail when he is arrested, though.

Sometimes adults pay bond money. Then they can leave the police station until they have to appear in court. Juveniles never have to do this.

LESSON # 16

SCOPE OF LESSON

To provide the students an opportunity to visit personally with a law enforcement officer.

To have a law enforcement officer explain how he would handle the case of "Hank Winslow."

To acquaint students with the kinds of information that policemen obtain from juvenile offenders when they are apprehended.

INSTRUCTIONAL OBJECTIVES

To be able to ask relevant questions when a resource speaker comes to the classroom.

NEEDED RESOURCES

Equipment	Material
Tape recorder and tape for recording Policeman's talk	Resource speaker - local police officer or sheriff
Bulletin board	Duplicated copies of questions

TEACHING SEQUENCE

Comments

1. Make arrangements for a police officer or sheriff from the local police department to visit with the students. Prior to his visit, talk with the policeman and explain the purpose and nature of the lessons being taught. Give him a copy of the following information and questions. Ask him to consider these things when talking with the pupils.

To: Police Officer ____________________

From: ____________________Junior High Special Class

Concerning: What the police do when juveniles and adults are apprehended for shoplifting.

Our junior high class has been studying lessons about juveniles and the law. We have been talking about a 14-year-old boy who was caught trying to shoplift a phonograph record from a discount store.

If a store owner calls to the police station and says he caught a juvenile shoplifting -

What would you do?

--Would you go to the store and pick up the boy?

--What kinds of questions would you ask?

--Are there forms or reports that you fill out? Can you bring copies of these forms for the students to see?

Would you take the boy to the police station?

--What would you do with him there?

--Would you ever keep a juvenile in jail? Under what circumstances would you detain him? Would you keep him overnight or longer?

--How do you contact the probation officer? What do you have to tell him?

--What would you do if an adult were caught shoplifting?

--Why are juveniles and adults treated differently when they are arrested?

TEACHING SEQUENCE

Comments

2. Give the pupils copies of the questions. Read and discuss these before the policeman comes to talk to the group.
3. When the police officer comes to the classroom, arrange to tape record his talk. Ask the questions that were given to him prior to his visit and have him respond. Give pupils an opportunity to ask other questions if they wish.
4. Examine the forms used by the police and note the kinds of information requested. Discuss why such information is needed, especially age, parents' name, etc. Display the forms and reports on a bulletin board or chart.

LESSON # 17

SCOPE OF LESSON

To review the different procedures for handling juvenile and adult offenders.

To explain to the students why juvenile offenders are handled differently.

INSTRUCTIONAL OBJECTIVES

To be able to listen to a tape recording of the policeman's talk and then tell at least two reasons for treating adults and juveniles differently.

To be able to complete a worksheet by reading and writing answers to three questions.

NEEDED RESOURCES

Equipment

Chalkboard display used in Lessons #14 and #15

Tape recorder

Overhead projector or chart paper

Material

Tape recording of the police officer's talk (from Lesson #16)

Duplicated worksheets

TEACHING SEQUENCE

Comments

1. Refer to the questions used in Lessons 14 and 15. They should still be written on the chalkboard. Point out that the police officer talked about the second question, HOW are juveniles and adults treated when they are in trouble? Then say, "OFFICER ________________ ALSO GAVE US SOME INFORMATION THAT WILL HELP US ANSWER THE LAST QUESTION ON THE BOARD." Uncover the third question, WHY aren't juveniles and adults treated the same way? Play the recording of the officer's talk and listen to find out specifically why juveniles and adults are treated differently when they are

arrested.

2. Stress that the laws which tell police what they should do with juveniles were made for a very special reason. These laws were made to help protect young people. For example, the idea of not detaining juveniles in jail unless in extreme situations is to protect young people from being exposed to the frightening experience of confinement. If juveniles do have to be kept in jail, they're not put in the same cells with older people. The laws concerning juveniles are designed with a certain amount of leniency to try to help young people who get in trouble. If a young person makes a mistake and gets in trouble, the law tries to help the youngster learn from that mistake so that he won't get in trouble again.

3. Write experience chart. Read chart orally; then have students copy the chart to keep in their notebooks.

Laws About Juveniles

There are laws that tell the police what they can and cannot do when a juvenile gets in trouble. These laws were made to try to help and protect young people.

The laws which tell the police what they can or cannot do with adults are different. When people are grown up, the law says they will have to be treated more strictly.

4. Have students complete a worksheet, answering questions about

juvenile and adult status. A sample worksheet is given on the following page.

WORKSHEET: LESSON #17

Name ______________________________ Date ______________

Read the questions and write the answers in the blanks.

1. What does the law say a juvenile is? ______________________

____

2. What does the law say an adult is ? ______________________

____

3. Why aren't juveniles and adults treated the same way when they get in trouble? ______________________________

____

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____

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LESSON # 18

SCOPE OF LESSON

To explain further the role the probation officer plays in enforcing laws, with an emphasis on the ways he helps the juvenile and his family.

INSTRUCTIONAL OBJECTIVES

To be able to contribute to a listing of duties performed by the probation officer handling Hank's case.

NEEDED RESOURCES

Equipment	Material
Bulletin board with photographs of Hank, Mr. Snider and Chuck Shay	Tape for recording
Overhead projector or chart paper	
Tape recorder	

TEACHING SEQUENCE

Comments

1. Refer to Hank Winslow again, reviewing what has happened to him: Say, "HANK LEFT THE POLICE STATION WITH HIS DAD - AND GOT A REAL GOOD BAWLING OUT FROM BOTH HIS FATHER AND MOTHER WHEN HE GOT HOME! THE NEXT DAY HANK DIDN'T FEEL MUCH LIKE GOING TO SCHOOL BUT HIS FOLKS THOUGHT IT WOULD BE THE BEST THING FOR HIM TO DO.

"IN THE AFTERNOON THE PRINCIPAL CALLED HANK INTO HIS OFFICE. HE SAID THE PROBATION OFFICER HAD CALLED AND HAD ASKED ABOUT HANK AND HOW HE GOT ALONG IN SCHOOL. HE WANTED TO KNOW IF HANK HAD EVER BEEN IN TROUBLE AT SCHOOL.

"THE PRINCIPAL ASKED HANK ABOUT WHAT HAD HAPPENED AT THE DISCOUNT STORE. HANK EXPLAINED THAT HE HAD NEVER TRIED TO

SWIPE ANYTHING BEFORE, BUT WAS TEMPTED TO SHOPLIFT BECAUSE HE THOUGHT IT WOULD MAKE HIM FEEL BIG AND IMPORTANT. HANK CONFESSED THAT NOW, WITH ALL THE TROUBLE HE WAS IN, HE REALLY DIDN'T FEEL SO SMART.

"THE NEXT FEW DAYS DRAGGED BY FOR HANK. FINALLY A LETTER FROM THE PROBATION OFFICER CAME. IT TOLD HANK AND HIS PARENTS TO COME TO HIS OFFICE THE FOLLOWING AFTERNOON.

"THEY WENT TO THE COURT HOUSE AND FOUND THE RIGHT OFFICE. THE PROBATION OFFICER WAS NAMED MR. MILES AND HE WAS ABOUT FORTY YEARS OLD. HE HAD ON A BROWN SUIT AND HE TALKED IN A RATHER QUIET VOICE. HE SAT DOWN WITH THE WINSLOWS AND TOLD THEM THAT HE HAD ASKED SEVERAL PEOPLE QUESTIONS ABOUT HANK AND HIS FAMILY DURING HIS INVESTIGATION. HE EXPLAINED THAT ALTHOUGH HANK HADN'T BEEN IN TROUBLE BEFORE, HE FELT IT WOULD BE BEST TO BRING THIS CASE BEFORE THE JUVENILE COURT." (Note to Teachers: In actual cases involving a first offense, the probation officer would probably not bring the matter before the juvenile court. He might decide to give the juvenile a lecture and/or place him on unofficial probation for a period of time. For purposes of instruction, however, a juvenile court appearance will be presented in these lessons.) "MR. MILES, THE PROBATION OFFICER, TOLD HANK AND HIS PARENTS THAT THEY WOULD GET A LETTER TELLING THEM TO COME BACK TO THE COURTHOUSE IN A FEW DAYS FOR THE JUVENILE COURT HEARING."

2. Continue by stating, "IF A JUVENILE GETS IN TROUBLE BY BREAKING A LAW, THE PROBATION OFFICER IS AN IMPORTANT PERSON. HE

HAS A GREAT DEAL OF RESPONSIBILITY. WHAT HAS MR. MILES DONE IN HANK'S CASE?" Point out that he conducted an investigation of Hank's background - his age, family situation, progress in school, attitude, etc. The probation officer then uses this information in making his decision about what should be done in each case. He will also have responsibility when Hank appears in juvenile court. Bring out that a probation officer is a person who is hired by the court to help enforce laws, but also to help young people who get in trouble. He is concerned about youngsters and will try to help them stay out of trouble. He is also someone juveniles can go to for counselling and advice. Discuss.

3. Write an experience chart about Hank's appointment with the probation officer:

Mr. Miles, the Probation Officer

The probation officer told the Winslows that Hank would have to appear in juvenile court.

The probation officer has an important job. He has to enforce laws but wants to help young people. His job is to help them stay out of trouble, not just to punish them.

4. Select a student to read the experience chart. Tape record it. Record the chart story on the tape with the other experience charts.

LESSON # 19

SCOPE OF LESSON

To introduce the concept of "right to legal counsel."

To explain that a lwayer or attorney is a person who helps people by interpreting the law.

INSTRUCTIONAL OBJECTIVES

To be able to give a definition which is acceptable to the teacher of "right to legal counsel."

To be able to tell how a lawyer helps people who have to appear in court.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording of experience chart from Lesson 18
Overhead projector or chart paper	*Code of Iowa*
	Tape for recording

TEACHING SEQUENCE

Comments

1. For review, play the recording of the experience chart from the previous lesson. Look at the chart while listening.
2. Continue, "BEFORE THE WINSLOWS LEFT MR. MILES' OFFICE, HE TOLD THEM THAT HANK MUST BE REPRESENTED BY LEGAL COUNSEL AT THE JUVENILE COURT APPEARANCE. HANK DIDN'T KNOW WHAT THIS MEANT, SO MR. MILES EXPLAINED THAT HANK MUST HAVE A LAWYER TO HELP HIM WHEN HE APPEARS IN COURT.

   "MR. MILES ASKED HANK'S FATHER IF HE COULD AFFORD, OR HAD ENOUGH MONEY TO PAY FOR, A LAWYER. IF HE COULDN'T AFFORD IT, THE COURT WOULD APPOINT SOMEONE AND PAY FOR IT FOR HIM. HOWEVER, MR. WINSLOW SAID HE COULD PAY FOR A LAWYER HIMSELF, SO MR. MILES TOLD HIM TO GET WHOMEVER HE WISHED.

"MR. WINSLOW DIDN'T KNOW FOR SURE WHICH LAWYER TO GET. WHEN HE GOT HOME, HE DECIDED TO CALL HIS BOSS AND ASK HIM FOR THE NAME OF A LAWYER. HE CALLED THE MAN HIS BOSS SUGGESTED AND THE LAWYER TOLD HIM TO BRING HANK TO HIS OFFICE SO HE COULD TALK WITH HIM.

"ON THE DOOR OF THE LAWYER'S OFFICE WERE THE WORDS, ATTORNEY AT LAW. HANK DECIDED ATTORNEY MUST MEAN THE SAME THING AS LAWYER.

"THE LAWYER WANTED TO KNOW WHAT HANK HAD DONE AND EVERYTHING THAT HAD HAPPENED. HE EXPLAINED THAT HE WOULD BE AT THE JUVENILE COURT HEARING TO REPRESENT AND HELP HANK."

3. Ask the students why Hank needs to have a lawyer. Display the volumes of the Code of Iowa and say, "REMEMBER WHEN WE LOOKED UP SOME LAWS IN THESE BOOKS. THE WAY THE LAWS ARE WRITTEN MAKE IT KIND OF HARD TO UNDERSTAND WHAT THEY SAY, DOESN'T IT? WELL, A LAWYER IS A PERSON WHO HAS HAD SPECIAL TRAINING AND HE IS ABLE TO INTERPRET, OR FIGURE OUT, WHAT THE LAWS MEAN. A LAWYER HELPS PEOPLE BY TELLING THEM WHAT THE LAWS SAY, WHAT IS GOING ON WHEN THEY HAVE TO APPEAR IN COURT SESSIONS, AND BY MAKING SURE ALL THE NECESSARY PAPERS AND FORMS ARE FILLED OUT RIGHT.

4. Say, "REMEMBER MR. MILES TOLD THE WINSLOWS THAT IF THEY COULDN'T AFFORD TO GET A LAWYER, THE COURT WOULD PAY FOR ONE FOR THEM. THE COURT DOES THIS BECAUSE THERE IS A LAW WHICH SAYS THAT EVERYONE WHO HAS TO APPEAR IN COURT HAS A RIGHT TO HAVE A LAWYER HELP HIM. THIS RIGHT IS CALLED THE RIGHT TO

LEGAL COUNSEL. THE REASON FOR HAVING A LAW LIKE THIS IS TO MAKE SURE THAT PEOPLE WHO ARE IN TROUBLE HAVE SOMEONE WHO CAN HELP THEM AND TELL THEM WHAT TO DO IN COURT. THIS IS AN IMPORTANT RIGHT THAT EVERYONE HAS." Stress that if people can afford it, they should pay for a lawyer themselves. However, a person will not be denied legal counsel because of lack of money.

5. Write an experience chart and have a student tape record it.

Hank Gets a Lawyer

Anyone who has to appear in court,
like Hank, has the right to legal counsel.
This means they should have a lawyer.

A lawyer helps because he can tell
the person in trouble what the law means
and what he should do in court.

A person has to pay the lawyer for
his help. If he doesn't have enough
money, the court will pay the lawyer.

LESSON # 20

SCOPE OF LESSON

To acquaint the students with the procedures of a juvenile court hearing.

To emphasize the role of the courts in enforcing laws.

To introduce the role of the county attorney.

INSTRUCTIONAL OBJECTIVES

To be able to list all of the people who were at Hank's juvenile court hearing.

To be able to verbally explain how courts help enforce laws.

To successfully place a call to the local county attorney's office and obtain the name of the person who serves in this capacity.

NEEDED RESOURCES

Equipment	Material
Chalkboard	Tape for recording
Overhead projector or chart paper	Telephone directory
Tape recorder	
Telephone	

TEACHING SEQUENCE

Comments

1. To continue the story about Hank, state that in a few days he and his parents were notified of the date, time and place of the juvenile court hearing. Say, "WHEN THE DAY FINALLY CAME, HANK DIDN'T GO TO SCHOOL. HE PUT ON HIS GOOD CLOTHES AND TRIED TO LOOK AS NEAT AS POSSIBLE. HE AND HIS FOLKS WENT TO THE COURTHOUSE AND MET THE LAWYER BEFORE GOING IN. THE LAWYER EXPLAINED THAT A JUVENILE COURT SESSION IS DIFFERENT FROM A REGULAR COURT FOR ADULTS.

TEACHING SEQUENCE Comments

"THEY WENT UPSTAIRS TO A ROOM WHICH HAD A LOT OF BOOKS. THE LAWYER SAID IT WAS THE LAW LIBRARY AND THAT THE HEARING WOULD BE HELD THERE. THEY ALL SAT AT A TABLE AND WAITED.

"SOON SOME OTHER PEOPLE CAME IN. THE LAWYER INTRODUCED THE JUVENILE COURT JUDGE AND A MAN CALLED THE COUNTY ATTORNEY. MR. MILES, THE PROBATION OFFICER, CAME IN AND SO DID MR. SNIDER AND THE POLICEMAN WHO HAD COME TO THE STORE WHEN HANK WAS CAUGHT. THEN A PERSON WITH A MACHINE SOMETHING LIKE A TYPEWRITER CAME AND SAT AT THE END OF THE TABLE. THE JUDGE ASKED ABOUT THE TROUBLE HANK WAS IN AND WHAT LAW HE HAD BROKEN. MR. SNIDER AND THE POLICEMAN TOLD WHAT HAPPENED. THE LAWYER AND THE OTHER PEOPLE ASKED QUESTIONS AND TALKED AWHILE. THE PERSON SITTING AT THE END OF THE TABLE USED HIS MACHINE TO WRITE DOWN EVERYTHING THAT WAS SAID. A LONG PIECE OF PAPER CAME OUT OF IT."

2. Discuss Hank's experience in juvenile court and then say, "A JUVENILE COURT HEARING IS CALLED A CLOSED HEARING BECAUSE NOT EVERYBODY CAN COME TO IT. ONLY THOSE PEOPLE WHO ARE SUPPOSED TO BE THERE CAN GO. WHAT PEOPLE WERE AT HANK'S HEARING?" List on the chalkboard: Hank, Mr. and Mrs. Winslow, Hank's lawyer, the juvenile court judge, Mr. Snider, the policeman, Mr. Miles the probation officer, the county attorney and the person who used the small machine. Explain that this person is the court stenographer. His job is to make a record, called a transcript, of everything that is said during the hearing. He uses a stenographic machine, which makes a

TEACHING SEQUENCE | Comments

special kind of copy. Discuss why it is important to have a record of everything that is said.

Also discuss what the county attorney does. Explain that he is a lawyer who works for the county representing or helping the county, something like the way Hank's lawyer represents or helps Hank. The law says the county attorney has to be at all juvenile court hearings.

3. Write an experience chart about Hank's appearance in juvenile court. Have a student tape record the story.

A Juvenile Court

The juvenile court hearing that Hank went to is different from a court for adults. It is more informal.

It is also a closed hearing. This means only the people who are supposed to be there can come.

Courts help enforce laws. Their job is to take care of people who have broken a law.

4. Say, "THERE IS A COUNTY ATTORNEY IN OUR COUNTY. DOES ANYONE KNOW WHO IT IS? HOW COULD WE FIND OUT?" Have students look in the telephone book and call the office of the county attorney to find out the name of the person in this position.

LESSON # 21

SCOPE OF LESSON

To provide students an opportunity to see where juvenile court sessions are held and to visit with the local county attorney.

INSTRUCTIONAL OBJECTIVES

To be observant of:

- --the building where court hearings are held.
- --the room in which juvenile court sessions are held.
- --the person who is the county attorney.
- --the information the county attorney is discussing.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording of the experience chart from previous lesson
	Field trip - visit with the local county attorney
	Duplicated copies of the questions to be discussed by the resource speaker

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TEACHING SEQUENCE

Comments

1. Review the previous lesson by listening to the recorded experience chart story. Begin a discussion by saying, "HANK'S LAWYER TOLD HIM THE JUVENILE COURT HEARING WAS DIFFERENT FROM A REGULAR ADULT COURT. WHY DO YOU THINK IT IS DIFFERENT? WHO COULD WE ASK ABOUT THIS? Suggest that the county attorney would be a good person to talk with.
2. Make arrangements to visit the county attorney. If possible, arrange for him to meet with the students where the local juvenile court hearings are held.

3. Prior to the field trip, give the county attorney a list of questions to consider when he speaks to the group. Include such questions as:
    a. What is a juvenile court hearing like?
    b. Who is the juvenile court judge?
    c. Who is the local probation officer?
    d. Why is a juvenile court hearing a closed hearing?
    e. Why is a juvenile court different from an adult criminal court?
    f. What kinds of punishment might a juvenile receive?
4. If some of the students have the ability, ask them to take notes while the county attorney speaks. Give them copies of the questions and leave spaces for them to write in the answers as the speaker talks.

LESSON # 22

SCOPE OF LESSON

To review and summarize the differences between juveniles and adults in terms of how they are handled by the courts.

To emphasize the legal rights of juveniles who have to appear in juvenile courts.

INSTRUCTIONAL OBJECTIVES

To be able to recall and recite the answers given by the county attorney to the questions posed by the class.

To be able to contribute to the development of a paragraph on an experience chart which deals with the legal rights of juveniles in juvenile court sessions.

NEEDED RESOURCES

Equipment	Material
Overhead projector or chart paper	Notes taken on field trip

TEACHING SEQUENCE

Comments

1. Discuss the visit with the county attorney. If students took notes, use these when talking about each question considered by the attorney.
2. Stress that the purpose of a juvenile court is to provide a more informal situation where the judge can give friendly guidance, help, and rehabilitation rather than simply mete out punishment for anti-social behavior. A juvenile will be charged with being delinquent, a broad category, rather than with a specific charge like larceny, as an adult in a regular criminal court.
3. Stress that juveniles receive sentences of punishment in juvenile courts which are different than those adults

receive in criminal courts. A probation officer investigates the juvenile's background and the situation that led to his difficulty with the law. The judge then takes these things into consideration when deciding what to do with the juvenile.

The law specifies certain fines and/or jail terms for adult violators. A juvenile may violate the same law as an adult, but because of his youth, he will not be sentenced to jail or fined. Juveniles may be placed on probation for a period of time, or the judge may elect to give the youngster a reprimand without any further action by the court. If a juvenile is placed on probation, he must report to his probation officer at regular intervals. The officer is concerned with helping the young person and is someone whom he can go to for counselling and advice. In some extreme instances a juvenile who is delinquent may be sent to the state training school in Eldora (girls would be placed in Mitchellville State Training School).

4. Emphasize that although juvenile court sessions are informal and without a jury, a juvenile does have certain rights when he appears in court. He must have a lawyer to help him. The lawyer, as well as the juvenile and his parents, may ask questions, or cross-examine, any of the people who are there to tell about the situation in which he was involved.
5. Write an experience chart to summarize the class discussion.

Juvenile Courts

Juvenile courts are different from

TEACHING SEQUENCE

Comments

adult courts. They can try to help young people in trouble.

Juveniles won't be fined or put in jail like adults. But they can be sent to Eldora or Mitchellville. They can also be put on probation.

Juveniles do have certain rights in court. They have to have a lawyer who will help protect these rights.

6. Have students copy the experience chart and put it in their notebooks.

LESSON # 23

SCOPE OF LESSON

To acquaint students with the types of punishments juvenile offenders may receive.

INSTRUCTIONAL OBJECTIVES

To be able to list punishments a juvenile who breaks a law may receive.

To be able to listen to a tape recording and then tell what punishment Hank Winslow received.

To be able to state what the purpose of placing a juvenile on probation is.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Tape recording #5 (Hank)
Overhead projector or chart paper	Tape for recording the experience chart

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TEACHING SEQUENCE

Comments

1. Begin the lesson by saying, "BEFORE WE TOOK OUR FIELD TRIP WE WERE TALKING ABOUT HANK'S APPEARANCE IN JUVENILE COURT. DID WE FIND OUT WHAT PUNISHMENT HANK GOT? WHAT DO YOU THINK THE JUDGE DECIDED TO DO TO HANK? WHAT KINDS OF PUNISHMENTS ARE THERE FOR JUVENILES WHO BREAK A LAW?" Review what was discussed in the previous lesson. Stress that a juvenile does not receive a fine and/or jail sentence as adults do. Discuss that there are laws which specify the range of possible punishments a juvenile (and also an adult) may receive. The judge, however, decides in each particular case what he thinks would be the best punishment. If a judge thinks he can help a youngster most by just talking to him, he can give

him a lecture and then let him go. Sometimes, if he feels that a juvenile needs additional guidance, he will place the young person on official probation for a period of time. Thus, the punishments will vary, depending on what the judge feels is best in each situation.

2. Continue, "HANK IS GOING TO TELL US ABOUT WHAT THE JUDGE DECIDED TO DO WITH HIM." Play tape recording #5.
3. Talk about Hank's probation and the restrictions specified by the probation officer. Ask the students what they think the purpose of rules like curfews and placing certain people off limits might be. Ask if these restrictions can really help Hank and if so, how? Point out that the idea of a curfew is to keep the juvenile at home and off the streets where he might get into trouble again. If the probation officer feels certain people have a bad influence on a person, it may help him stay out of trouble if he doesn't run around with them.
4. Write an experience chart and have a student tape record it.

Hank's Punishment

A juvenile can't be fined or sent to jail like an adult can. But Hank was put on probation.

There are rules he has to follow. He has to report to Mr. Miles every so often. These rules are set up to help Hank stay out of trouble.

Tape Recording #5 - Hank

(To be used in Lesson #23)

"THIS IS HANK AGAIN. DO YOU KNOW WHAT HAPPENED TO ME IN JUVENILE COURT? WELL, THE JUDGE TOLD ME HE HAD DECIDED TO PUT ME ON PROBATION. I DIDN'T KNOW FOR SURE WHAT THIS MEANT, SO THE PROBATION OFFICER EXPLAINED THAT THERE WOULD BE CERTAIN RULES AND RESTRICTIONS HE WOULD SET UP FOR ME.

"FIRST HE SAID I HAD TO KEEP A CURFEW. THAT MEANS I HAVE TO STAY HOME EVERY NIGHT AND CAN'T GO OUT AFTER SUPPER UNLESS THERE'S SOMETHING SPECIAL GOING ON AT SCHOOL.

"THEN MR. MILES SAID HE HAD DECIDED TO PUT CHUCK SHAY OFF LIMITS. THAT MEANS I CAN'T RUN AROUND WITH HIM AND WE CAN'T DO STUFF TOGETHER.

"I'M SUPPOSED TO CHECK IN WITH MR. MILES EVERY SO OFTEN. HE WANTS TO MAKE SURE I DON'T BREAK THE PROBATION RULES.

"THAT STUPID RECORD I TRIED TO SWIPE SURE WASN'T WORTH ALL THE TROUBLE I GOT INTO."

LESSON #24

SCOPE OF LESSON

To impress upon students the meaning of a criminal record and the effect it can have on an individual's future.

INSTRUCTIONAL OBJECTIVES

To be able to recall Hank's motives for stealing the record and to relate how Hank feels about his actions now.

To be able to identify questions on job application forms that ask if the applicant has ever been convicted for a law violation.

To be able to explain to the satisfaction of the teacher what an official criminal record is, how a person receives one, and who might receive one.

To be able to contribute to the development of an experience chart which discusses the difference between an official criminal record and a juvenile court record.

NEEDED RESOURCES

Equipment	Material
Bulletin board with photographs of Hank, Mr. Snider, etc.	Tape recording #5 (Hank)
Tape recorder	Job application forms
Overhead projector or chart paper	Transparency of a job application form

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TEACHING SEQUENCE

Comments

1. Refer to the bulletin board caption, A KID IN TROUBLE. Say, "HANK GOT INTO ALL THIS TROUBLE BECAUSE HE TRIED TO SHOPLIFT. WHY DID HE WANT TO STEAL THE PHONOGRAPH RECORD IN THE FIRST PLACE?" Discuss his motives - wanting to impress his friends, his desire to feel big and important, and wanting to have the record to listen to. Ask, "DOES

HANK FEEL BIG AND IMPORTANT NOW? HOW DOES HE FEEL? REMEMBER WHAT HANK SAID YESTERDAY? LET'S LISTEN AGAIN." Play tape recording #5 again and draw attention to Hank's concluding remarks.

2. Continue, "BECAUSE HANK SHOPLIFTED AND BROKE A LAW, HE HAD TO GO TO JUVENILE COURT. HE WAS PLACED ON PROBATION BY THE JUDGE. WHAT DO YOU THINK HAPPENED TO THE OTHER FELLOW MR. SNIDER CAUGHT SHOPLIFTING? WELL, HE HAD TO GO TO CRIMINAL COURT BECAUSE HE WAS 18 YEARS OLD AND THE LAW SAYS HE IS AN ADULT.

"IN CRIMINAL COURT THEY DECIDED THIS GUY WAS GUILTY OF BREAKING A LAW AND THAT HE WOULD BE PUNISHED BY A SHORT JAIL SENTENCE AND A FINE.

"BUT THE JAIL TERM AND FINE WERE NOT THE ONLY THING THAT HAPPENED TO THIS PERSON. BECAUSE HE WAS CONVICTED, OR PROVED GUILTY, OF A CRIME IN A CRIMINAL COURT, HE NOW HAS A CRIMINAL RECORD.

"IF YOU HAVE A CRIMINAL RECORD, YOU LOSE YOUR RIGHTS AS A CITIZEN. THIS MEANS YOU CAN'T VOTE. WITH A RECORD IT'S HARD TO GET INTO THE ARMY OR NAVY. MOST BOSSES WON'T HIRE PEOPLE WHO HAVE CRIMINAL RECORDS, SO IT MAKES IT AWFULLY HARD TO FIND GOOD WORK AND EARN A LIVING.

"A CRIMINAL RECORD IS SOMETHING A PERSON HAS FOR THE REST OF HIS LIFE. HE CAN'T DO ANYTHING TO GET IT TAKEN AWAY."

3. Continue, "HANK WON'T HAVE A CRIMINAL RECORD LIKE THE OTHER

TEACHING SEQUENCE

Comments

GUY WILL. JUVENILES WHO GO TO JUVENILE COURT DON'T GET A CRIMINAL RECORD. SO HANK WILL BE ABLE TO VOTE WHEN HE GETS OLD ENOUGH AND CAN GET INTO THE ARMY, ETC. THIS IS ONE OF THE IMPORTANT REASONS FOR HANDLING YOUNG PEOPLE IN A SPECIAL COURT - SO THEY WON'T GET AN OFFICIAL CRIMINAL RECORD AND HAVE TO LIVE WITH IT THE REST OF THEIR LIVES.

4. Continue, "A CRIMINAL RECORD IS REALLY QUITE A SERIOUS THING. WHEN PEOPLE TRY TO GET A JOB, ONE OF THE QUESTIONS THEY WILL BE ASKED IS WHETHER OR NOT THEY HAVE A RECORD. THE BOSS PROBABLY WON'T HIRE SOMEONE WHO HAS BEEN IN TROUBLE WITH THE LAW." Look at examples of job application forms and point out the questions that ask for information concerning convictions for law violations. Then discuss that while Hank does not get an official criminal record in juvenile court, he will have to tell about his trouble with the law when he goes to get a job. The juvenile court transcript, or the record of everything that went on during Hank's hearing, is on file. Anyone may go and look at it. Hank must tell his employer about the trouble so that the employer won't be angered if he finds out later. If Hank didn't tell and his boss found out about the trouble, he might fire Hank. Most employers would probably hire Hank, but some might not. He will probably have to work very hard to convince his employer that he is responsible and trustworthy.

5. Write an experience chart and have the students copy it to

keep in their notebooks.

A Criminal Record

Adults who are found guilty in a criminal court get an official criminal record. This is very serious.

Juveniles don't get a record but when they go to get a job they do have to tell about their trouble.

Swiping just one record can have an affect on Hank's whole life.

LESSON #25

SCOPE OF LESSON

To review important concepts and words which have been presented in previous lessons.

INSTRUCTIONAL OBJECTIVES

To be able to formulate definitions for key words and phrases.

To be able to alphabetize and copy words and definitions.

To be able to listen to a tape recording of definitions and to respond with the correct word for each definition. Responses may be written or verbal.

NEEDED RESOURCES

Equipment	Material
	List of important words
	Experience charts from Lessons 14 through 24

TEACHING SEQUENCE

Comments

1. Begin, "THERE ARE LOTS OF NEW WORDS WE NEED TO ADD TO OUR LIST OF IMPORTANT WORDS. LET'S GO THROUGH THE EXPERIENCE CHARTS AND PICK OUT IMPORTANT WORDS THAT WE NEED TO REVIEW." Look at the charts from Lessons 14 through 24 and write the following words on the chalkboard. Help pupils formulate definitions for each word.

   Juvenile - a young person who is under 18 years of age.

   Adult - someone who is 18 years old or older.

   Arrest - what the police do when they think someone has broken a law and they take them to the police station.

   Bond Money - when an adult is arrested, sometimes they pay some bond money. Then they can leave the police station until they have to appear in court.

Lawyer - a person who has had special training so that he can understand what laws mean.

Attorney - another word for lawyer.

Represent - a lawyer will represent someone in court. This means the lawyer will help them.

Right to Legal Counsel - anyone who has to appear, or go to court, has the right to have a lawyer help them.

Juvenile Court Hearing - a place where laws are enforced. Young people who break a law have to go to this court.

Closed Hearing - no one can come to a closed juvenile court hearing unless they are told to be there.

County Attorney - a lawyer who works for the county by representing or helping the county.

Court Stenographer - the person who writes down a record of everything that is said in juvenile court.

Transcript - the record of what is said in court. This is written in funny-looking marks on a long piece of paper.

Probation - a punishment a juvenile might get. There would be rules to follow and regular checks with the probation officer.

Delinquent - what the court may call a juvenile who has broken a law.

Official Criminal Record - An adult who is proved guilty in a criminal court gets a criminal record. He can't vote and it makes it hard for him to get a job.

TEACHING SEQUENCE Comments

2. Have students arrange the words in alphabetical order and copy.

3. For review and evaluation, make a tape recording of the definitions included in the glossary. Record the definitions, pausing after each one. Students may write down the word that goes with each definition, or respond orally.

LESSON #26

SCOPE OF LESSON

To relate information taught about shoplifting to other types of offenses.

INSTRUCTIONAL OBJECTIVES

To be able to read, or to follow along as a tape recording is played, the pamphlet, You and the Law.

To be able to give examples of other laws that pertain to young people.

To be able to correctly fill in blanks, given help if necessary, in the pamphlet.

NEEDED RESOURCES

Equipment	Material
Tape recorder	Copies of You and the Law for each student. Tape recorded sections from You and the Law, pp. 5-12.

TEACHING SEQUENCE

Comments

1. Say, "THE LAW THAT HANK BROKE WAS THE LAW ABOUT SHOPLIFTING. OF COURSE, THERE ARE MANY OTHER LAWS THAT YOUNG PEOPLE SOMETIMES HAVE TROUBLE WITH. DO YOU REMEMBER WHEN WE LOOKED AT THE PAMPHLET CALLED, YOU AND THE LAW? THIS BOOKLET TELLS ABOUT SOME LAWS AND SOME JUVENILES WHO GOT INTO TROUBLE BECAUSE THEY BROKE THESE LAWS. LET'S READ THE WHOLE BOOK TO FIND OUT ABOUT SOME OF THESE OTHER LAWS." Have students read the first sections (pages 3-5), orally or silently, and then discuss. Give help with vocabulary as needed.
2. Prior to class time, read and tape record the case histories presented on pages 5-12. During the instructional period,

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play this recording as the pupils follow along in their pamphlets. Stop the recorder after each section for comments and discussion.

3. Let the students read the concluding pages, 13 through 15. Discuss and fill in the blanks on page 15. The correct answers which pertain to the state of Iowa are given below.

The age under which the juvenile court has jurisdiction varies from state to state. Check with your teacher for accurate information and then fill in the blanks below.

Name of your juvenile court: Juvenile Court

Exclusive original jurisdiction under the age of 18 years

Exceptions (if any) Minor Motor Vehicle Violations with a fine of not more than $100 or 30 days.

Concurrent jurisdiction between the ages of _____ and _____ in these cases:

Juvenile Court may refer juveniles for trial as an adult in serious crimes

LESSON #27

SCOPE OF LESSON

To evaluate the students' understanding of the consequences of breaking a law and their knowledge of the procedures employed when a juvenile is caught breaking a law.

INSTRUCTIONAL OBJECTIVES

To be able to respond verbally with the correct answers to review questions asked by the teacher.

NEEDED RESOURCES

Equipment	Material
Slide projector and screen	Series of six 2" x 2" colored slides

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TEACHING SEQUENCE

Comments

1. To stimulate discussion and review the concepts taught in the previous lessons, project the series of colored slides. Introduce each slide and ask leading questions: guide the discussion to cover the concepts listed for each slide.

Slide #1 (Title and Hank)

"HANK WINSLOW IS A KID WHO GOT IN TROUBLE. SINCE WE'VE MET HANK, WE'VE BEEN STUDYING ABOUT THE LAW HE BROKE AND WHAT HAPPENED TO HIM BECAUSE OF THIS. WE HAVE BEEN LEARNING ABOUT JUVENILES AND THE LAW."

Slide #2 (Discount Store)

"HANK'S TROUBLE STARTED HERE WHEN HE TRIED TO STEAL A PHONOGRAPH RECORD. HE BROKE THE LAW AGAINST SHOPLIFTING. WHAT IS THE REASON FOR HAVING A LAW THAT SAYS IT IS WRONG TO SHOPLIFT? IS IT ALL RIGHT TO HAVE A LAW LIKE THIS? DO PEOPLE HAVE A RIGHT TO EXPECT THAT THOSE WHO ARE

GUILTY OF BREAKING A LAW WILL BE BROUGHT TO COURT AND PUNISHED?

Review the following concepts:

a. Shoplifting laws are made to help protect a store's property.

b. A store has the right to protect its property just as an individual has the right to protect his personal property.

Slide #3 (Police Station)

"HERE AT THE POLICE STATION HANK HAD HIS FIRST EXPERIENCE WITH THE WAY LAWS ARE ENFORCED. DID THE POLICE DECIDE WHAT PUNISHMENT HANK WOULD GET FOR BREAKING A LAW? IS THIS THEIR JOB? WHAT IS THEIR JOB? WHY DO WE HAVE POLICEMEN? ARE THEY NECESSARY?"

Review the following concepts:

a. Police officials represent authority for the good of all.

b. One aspect of the policemen's job is to take people into custody when it is suspected that they have broken a law. They then investigate what happened.

c. The police are part of the law enforcement system, along with the judicial system (the courts).

d. The police do not decide whether or not someone is guilty; nor do they determine the punishment someone will get.

e. There are laws that say what police can and cannot do when they arrest someone.

Slide #4 (Probation Officer)

"THE POLICE HELP ENFORCE LAWS; THAT IS, THEY SEE THAT PEOPLE FOLLOW THE LAWS. BUT THE MAN WHO WORKS IN THIS OFFICE ALSO HELPS ENFORCE LAWS. WHAT OFFICE IS THIS? WHO WORKS HERE? WHAT IS THE PROBATION OFFICER'S JOB? WHO HIRES HIM?"

Review the following concepts:

a. The probation officer is part of the court system.

b. The role of the probation officer is to investigate juveniles who are in trouble, make decisions concerning the course of action to be taken, give recommendations to the court, and serve to guide and rehabilitate young people.

Slide #5 (Lawyer's Office)

"MR. SNIDER HAS A RIGHT TO EXPECT THE LAW TO HELP PROTECT HIS PROPERTY. THAT'S WHY THERE IS A SHOPLIFTING LAW. ALTHOUGH HANK BROKE THIS LAW, HE HAS SOME RIGHTS, TOO. ONE OF THE MOST IMPORTANT IS HIS RIGHT TO GET A LAWYER TO HELP HIM. THIS PICTURE SHOWS THE OFFICE WHERE HANK'S LAWYER WORKS. WHAT DOES A LAWYER DO? WHY DOES THE LAW SAY YOU HAVE TO HAVE ONE? WHAT IF YOU CAN'T PAY FOR A LAWYER?"

Review the following concepts:

a. People who are accused of breaking laws have certain rights. One of these is the right to counsel, or the right to have a lawyer.

b. Everyone who appears in court (both juveniles and adults) must have a lawyer to help them. The court will appoint counsel if necessary.

c. A lawyer helps by interpreting the law, making sure all legal forms, etc., are filled out properly and by making sure that the person's Constitutional rights are safeguarded.

Slide #6 (Juvenile Court)

"THIS IS THE ROOM WHERE HANK WENT FOR THE JUVENILE COURT SESSION. DOES THE COURT OR JUVENILE JUDGE MAKE LAWS? DO THEY HELP ENFORCE LAWS WE ALREADY HAVE? HOW DO THEY ENFORCE LAWS? WHY IS THERE A DIFFERENT, SPECIAL COURT FOR JUVENILES? WHAT DOES A JUVENILE COURT DO?"

Review the following concepts:

a. The juvenile court is an important part of the law enforcement system.

b. The purpose of a special juvenile court is to provide a more informal situation where the court can give help and guidance to a juvenile rather than mete out specific punishments.

c. While juveniles do not receive a criminal record, juvenile court actions are a matter of public record and will have to be declared by the juvenile in later life.

LESSON #28

SCOPE OF LESSON

To alert the students to possible variations in law enforcement.

INSTRUCTIONAL OBJECTIVES

To be able to verbalize that the purpose of this unit of study is to help young people know about laws and their legal rights.

To be able to contribute to a listing of suggestions of things young people might do should they get in trouble.

NEEDED RESOURCES

Equipment	Material
Overhead projector or chart paper	Volumes of Code of Iowa

TEACHING SEQUENCE

Comments

1. Display the Code of Iowa and leaf through the volumes. Say, "THE LAWS IN THESE BOOKS TELL US WHAT WE CAN AND CANNOT DO. THERE ARE ALSO LAWS IN HERE WHICH TELL THE POLICE AND THE COURTS WHAT THEY CAN AND CANNOT DO TO ENFORCE THE OTHER LAWS.

"WHEN HANK GOT IN TROUBLE EVERYONE DID A GOOD JOB OF ENFORCING THE LAWS. HANK WAS LUCKY, BECAUSE EVERYTHING WORKED OUT THE WAY THE LAW INTENDED IT TO. THE POLICE TREATED HANK WELL, AND WERE ABLE TO GET A HOLD OF HIS PARENTS RIGHT AWAY. THE PROBATION OFFICER HAD TIME TO WORK WITH HANK AND REALLY HELP HIM. THE WINSLOWS WERE CONCERNED AND WANTED TO DO EVERYTHING THEY COULD FOR THEIR SON. THE LAWYER DID A GOOD JOB OF REPRESENTING OR HELPING HANK, AND EXPLAINED WHAT WAS GOING ON IN COURT. THE JUVENILE COURT JUDGE WAS FAIR AND UNDERSTANDING.

TEACHING SEQUENCE Comments

"SOMETIMES, HOWEVER, WHEN JUVENILES GET IN TROUBLE, THEY ARE NOT AS LUCKY AS HANK. ONCE IN A WHILE THE LAWS ARE NOT ENFORCED JUST THE WAY THEY ARE SUPPOSED TO BE. THERE MAY BE MANY REASONS FOR THIS. SOME POLICE TALK ROUGHLY AND CAN REALLY SCARE A YOUNG PERSON. A PROBATION OFFICER MAY HAVE TOO MUCH TO DO AND BE SO BUSY THAT HE CAN'T GIVE AS MUCH HELP TO EACH JUVENILE AS HE WOULD LIKE. SOME PARENTS WON'T TRY TO COOPERATE WITH THE POLICE AND THE COURTS, OR SIMPLY DON'T DO THE RIGHT THINGS.

"ONCE IN A WHILE A LAWYER DOESN'T GIVE ENOUGH HELP TO A JUVENILE. HE MAY NOT HAVE FOUND OUT ENOUGH BEFORE GOING TO COURT. BUT SOMETIMES THIS ISN'T REALLY HIS FAULT. IN SOME CASES THE JUVENILE OR HIS PARENTS WON'T TELL THE LAWYER EVERYTHING, OR THEY TELL HIM SOMETHING THAT ISN'T RIGHT.

"SOMETIMES A JUDGE HAS TO WORK IN JUVENILE COURTS WHEN HE DOESN'T REALLY WANT TO. THEN HE MAY NOT BE AS UNDERSTANDING AS HE SHOULD BE.

"THE FACT THAT THESE THINGS HAPPEN SOMETIMES MAKES IT VERY IMPORTANT FOR EVERYBODY TO KNOW WHAT THE LAWS ARE AND WHY WE HAVE THEM. GETTING IN TROUBLE BY BREAKING A LAW IS A SERIOUS THING THAT CAN AFFECT YOUR LIFE FOR A LONG TIME TO COME. BUT IF YOU DO GET IN TROUBLE THERE ARE CERTAIN RIGHTS YOU HAVE AND YOU SHOULD KNOW ABOUT THEM. THAT'S WHY WE HAVE BEEN STUDYING ABOUT LAWS IN SCHOOL.

"EVERY PERSON HAS THE RESPONSIBILITY TO FOLLOW AND OBEY LAWS, EVEN IF HE DOESN'T ESPECIALLY LIKE THE LAWS OR THINK

THAT THEY ARE GOOD ONES. BUT EVERY SINGLE PERSON ALSO HAS RIGHTS THAT MUST BE PROTECTED IF HE GETS INTO TROUBLE. ALTHOUGH THE LAWS ARE NOT ALWAYS ENFORCED AS WELL AS THEY SHOULD BE, IF A PERSON KNOWS WHAT HIS RIGHTS ARE HE CAN TRY TO SEE TO IT THAT HE IS TREATED AS FAIRLY AS POSSIBLE.

2. Discuss what a juvenile should do if he gets into trouble and make a list of the suggestions.

   Suggestions If You Get Into Trouble

   1. Don't talk back to policemen or try to fight them. Be as polite as you can.
   2. Be sure you have a lawyer to help you. If you can't afford to pay for a lawyer, the court must get one for you.
   3. If your parents pick out a lawyer, try to get one that will take enough time to really help you.
   4. Tell the lawyer everything that happened. Be sure to tell the truth.
   5. Dress neatly and be polite if you meet with the probation officer or if you go to juvenile court.
   6. Your attitude and the way you act will make a big difference in the way you are treated. Try to cooperate.